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ABSTRACT

Intended for the college community and various campus constituencies working with the college, this report provides data on students enrolled at Bellevue Community College (BCC), in Washington, as of fall 1995. Following an executive summary and introduction, data are presented for 1990-95 and specifically for fall 1995 on student age, gender, ethnic/racial characteristics, origin and transfer status, educational goals and intent, credit status and attendance characteristics, and enrollment by program. Highlighted findings include the following: (1) a total of 17,023 students were enrolled in fall 1995, including 9,085 for college credit; (2) 62% of all students were female; (3) the average age for all students was 31.6 years, while the average age for college credit students was 26 years; (4) 17% of the college credit students were students of color; (5) in fall 1995, BCC enrolled nearly 1,000 fewer new students than in fall 1990, while the numbers of continuing and returning students increased; (6) nearly 80% of the college credit students declared an academic, as opposed to occupational, educational intent when they applied for admission; and (7) 66% of full-time equivalent enrollments were in academic programs, 23% were in occupational programs, and 12% were in community service. Appendixes provide a list of zip codes and community names, communities and zip codes in BCC's service area, and a map of the college service area. (HAA)

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Bellevue Community College

STUDENT PROFILE

Fall, 1995

April, 1996

Valerie L. Hodge
Director, Institutional Research

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EXECUTIVE SUMMARY

Introduction

The annual Student Profile Report is intended to give the College community a picture of who our students are and to provide various campus constituencies with information to be used in their work for the College. Findings will be used in many ways, for example in the college-wide planning process. This report will also help the community we serve understand who we are and what we do. Hopefully, it will answer many of the questions which others ask us and which we ask ourselves. This Executive Summary presents data taken from the full Student Profile Report, and readers are referred to that document for more detail to support the conclusions summarized here.

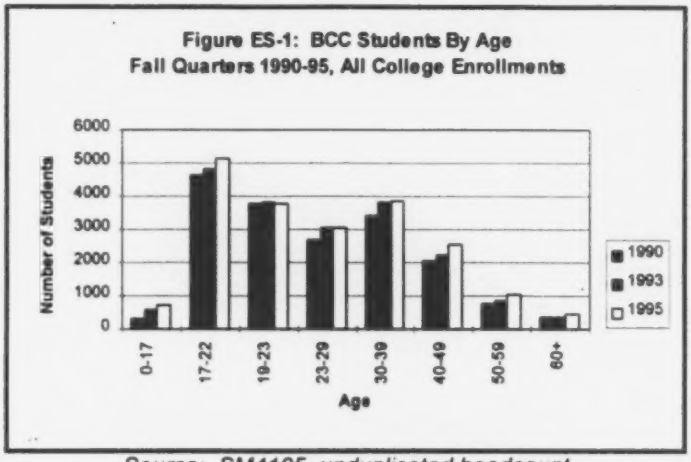
The information contained in this report is presented in as straightforward a manner as possible; however, the data itself and the data system from which it is derived is quite complex. Some introductory notes will help to clarify terminology and methods of organization which might otherwise be puzzling. The terms "all students" (or "all college") and "college credit only" appear throughout the report. This is an important distinction because these different categories yield vastly different pictures of the College. "College credit only" refers to those students enrolled in courses for which they earn college credit. The terms "all students" or "all college" include *every student* enrolled at BCC, whether s/he is receiving college credit for that enrollment or not. Essentially, "all students" and "all college" include Continuing Education students and "college credit" does not.

Overall Summary of Student Characteristics

In Fall 1995, a total of 17,023 students were enrolled, 9,085 of them (53%) for college credit. Sixty-two percent of all students were women. The average age for all students was 31.6 years. The average age for college credit students was 26 years. Sixty-four percent of the college credit students attended full-time (ten credits or more), with an average load of 10.4 credits. Seventeen percent of the college credit students were students of color and 61 percent attended only during the day. Nearly 80 percent of the college credit students declared an academic (as opposed to an occupational) educational intent when they applied for admission.

Age Characteristics

Since 1990, the average age of all students at BCC has been growing slightly older (from 30 to 31.6), while the average age of the college-credit-only population has been growing slightly younger (26.2 to 26.0). Between 1990 and 1995, numeric increases occurred among all major age groups, with the exception of the 19–23 year olds. Figure ES-1 shows enrollments by age group in 1990, 1993, and 1995.*



Source: SM4105, unduplicated headcount

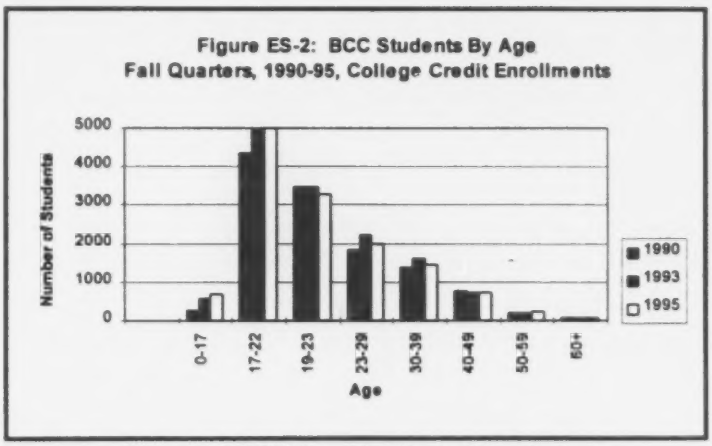
Key findings about college-credit-only enrollments and age from 1990 to 1995:

- the proportion of students aged 17 or younger has grown by 5 percent (a gain of 425 students), primarily due to creation and growth of the Running Start and College-in-the-High-School programs.
- the "traditional college age" population (those aged 17–22 years) has increased from 50 to 55 percent of college credit students (a gain of 648 students).
- the 19–23 age group decreased both numerically (a loss of 188 students) and proportionally (from 40 to 36 percent). This is likely related to the

* In Figures ES-1 and ES-2, three overlapping age categories which describe significantly different student populations are included: the "very traditional" group aged 17-22 years (traditionally used by state agencies), the age group 19-23 years, for which we have high enrollments and which have been affected by the "baby bust" phenomenon, and the 23-29 year olds, 66 percent of whom are here for college credit enrollment. The inclusion of these three groups is intended to give a more informative picture of our students and the relationship of age to their participation in the educational activities of the College.

positioning of the "baby bust" population which in 1996 is between 20 and 30 years of age.*

The main difference observed between the college-credit-only and all-college populations is a heavier concentration of the college credit students in the younger ages (Figure ES-2). Almost the entire population of those under 24 years of age are college credit students, the "traditional college population." The all-college population, on the other hand, is heavily weighted toward the 30–50 year olds, and even those aged 50–59 years represent significant numbers of students, very few of whom are taking classes for college credit. The relationship between age and enrollment in college credit classes is inverse and very clear: 97 percent of those aged 17–22 years, 88 percent of those 19–23 years, and 66 percent of those aged 23–29 years are enrolled for college credit.



Source: SM4105, unduplicated headcount

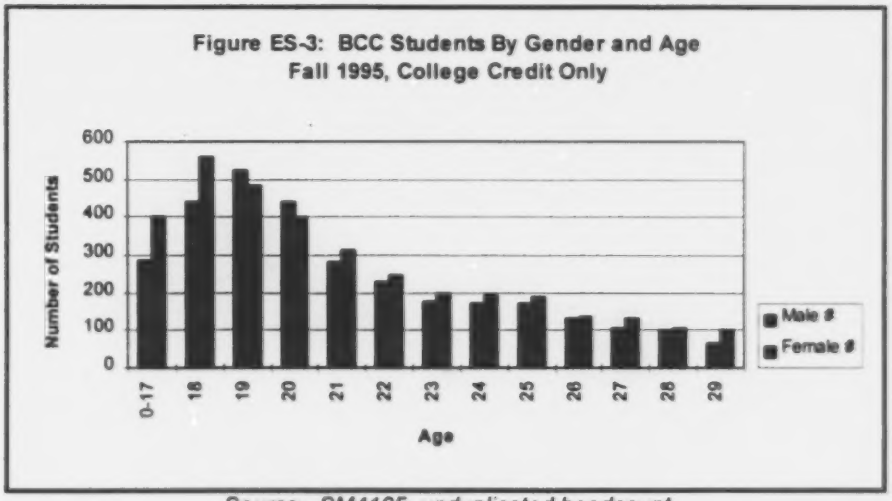
Gender Characteristics

In Fall 1995, 62 percent of all BCC students were female. This proportion has been decreasing since 1990 when 64 percent of all students were female. The percentage of women students in the college-credit population has remained relatively steady at 56 percent during this time.

Within the all-college population, female students are generally older than male students, with over half of them 30 or older. Just 36 percent of the male students are 30 or older. Substantial differences exist in three large

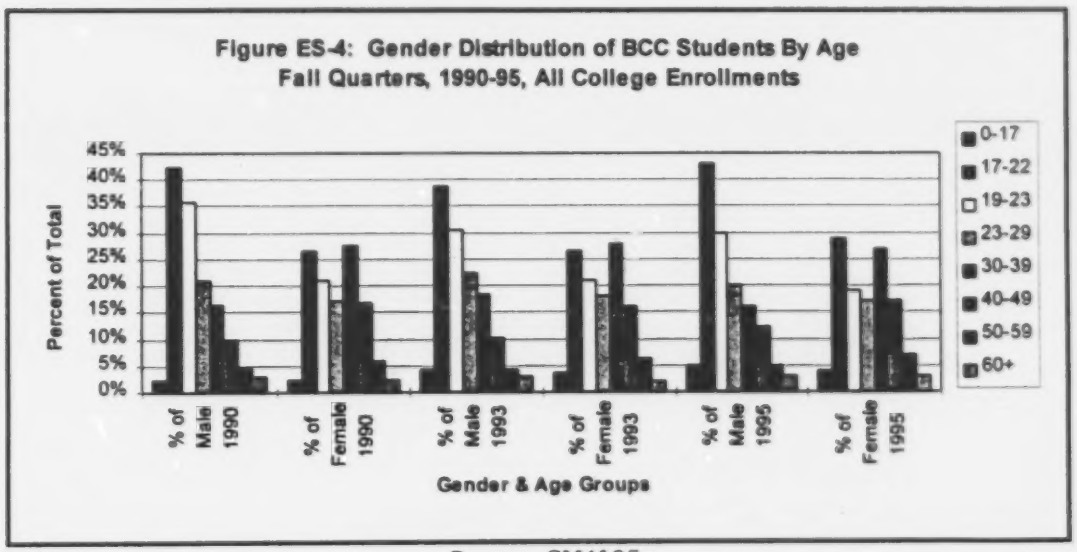
* The term "baby bust" refers to that period of time between the "baby boom" and the "baby boom echo," the children of the baby boomers.

age groupings: 43 percent of the men but just 29 percent of the women are aged 17–22; 30 percent of the men but just 19 percent of the women are aged 19–23. However, just 16 percent of the men and 27 percent of the women are aged 30–39. Figure ES-3 shows that women outnumber men in all ages from 17 to 29, with the exceptions of ages 19 and 20.



Source: SM4105, unduplicated headcount

The differences between men and women by age over time can be seen in Figure ES-4. The heavy concentration of male students in the younger age



Source: SM4105

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groups is visible in each of the three years, while the female population is more evenly distributed across age groups. This chart also shows the decline in proportions of the young males in the 19–23 year age range. In addition to being older, the female student age distribution appears to have been more stable over time as well, with very little noticeable change.

Attendance patterns are closely related to age and gender. Full-time students (both male and female) tend to be much younger than part-time students, and male students are generally younger than female students (Table ES-1). There are significant differences between the average and the median ages, particularly for full-time students. Even small numbers of older students can change the average age substantially.

Table ES-1: Average and Median Ages by Gender and Attendance Status, Fall 1995, All Students

	Males			Females			All Students		
	Part-time	Full-time	All Students	Part-time	Full-time	All Students	Part-time	Full-time	All Students
Average Age	35.6	23.5	29.4	36.8	25.2	32.6	36.5	24.5	31.6
Median Age	33.7	20.9	24.7	36.0	21.6	31.6	35.7	21.3	28.8

Source: SR1102, includes all students

Ethnic/Racial Characteristics

The College has become increasingly diverse over the past five years, reflecting demographic changes in our service area and in society at large. Enrollments of students of color increased from 1,525 in 1990 to 2,255 in 1995, a proportional increase from 10.6 to 13.3 percent of the all-college population (Table ES-2, next page). The changes have been even more pronounced in the college credit population, where students of color increased their representation from 10 percent in 1990 to 17 percent in 1995 (an increase of over 700 students). Students of color are younger than white students at BCC: 43 percent of them are age 17 to 22 years, while just 28 percent of the white population fall into this age range.

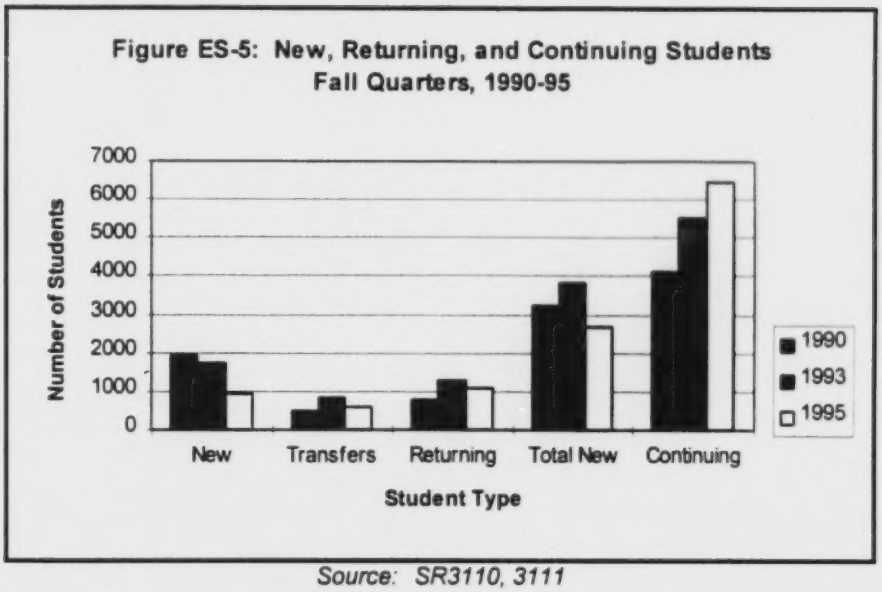
Table ES-2: Racial and Ethnic Distribution, All College Enrollments						
	1990		1993		1995	
Ethnic/Racial Group	Student Count	%	Student Count	%	Student Count	%
Asian	1093	7.6%	1781	11.3%	1516	8.9%
African American	171	1.2%	295	1.9%	360	2.1%
Native American	46	0.3%	79	0.5%	97	.06%
Hispanic	215	1.5%	295	1.9%	282	1.7%
All Students of Color	1525	10.6%	2450	15.6%	2255	13.3%
White	12521	87.2%	12345	78.6%	12904	75.8%
All Students	14361	100%	15698	100%	17023	100%
Ethnicity Unknown	315	2.2%	903	5.8%	1864	10.9%
For comparison, the BCC service area is approximately 16 percent people of color.						
Source: SM4105, unduplicated headcount, all students.						

Student Mobility

Student mobility refers to students' location at various places in the higher education system. They may start at BCC and go the University of Washington or start at Shoreline Community College and transfer here, etc. Community college students are, in general, quite mobile.

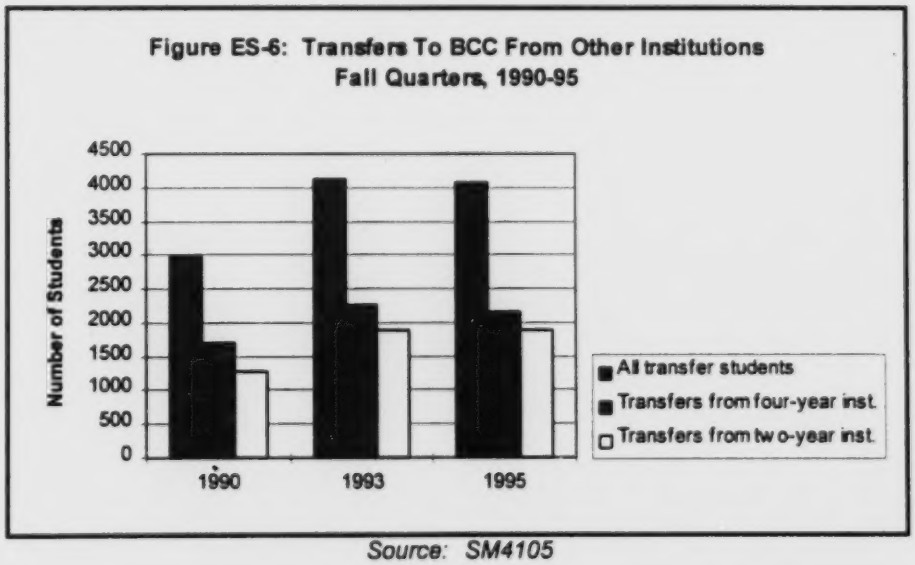
State-wide trends for the proportions of new, returning, and continuing students indicate fewer new students and more continuing or returning students, a situation descriptive of BCC's enrollments since 1990 (Figure ES-5, next page).* In Fall 1995, BCC enrolled nearly 1,000 fewer new students than in Fall 1990. At the same time, there has been a 40 percent increase in returning students (over 300 students) and a 56 percent increase in continuing students (over 2,000 students).

* New students are those who have never before been to BCC. Continuing students are those who attended BCC the previous quarter. Returning students are those who at one time attended BCC, but not during the immediately preceding quarter.



Source: SR3110, 3111

A significant increase in transfers to BCC occurred between 1990 and 1993, with levels maintaining since that time (Figure ES-6). There are over 1,000 more students enrolled now who previously attended another college than there were in 1990. Most of these (53%) come to us from the four-year institutions. In Fall 1995, over 400 transfer students arrived from our peer community colleges of Shoreline (178 students), Highline (145), and Green River (117).



Source: SM4105

In Fall 1994 (the latest year for which we have accurate transfer data), nearly 900 students transferred from BCC to other institutions (Table ES-3). Of these, 59 percent went to public four-year institutions (half of these to the University of Washington), 13 percent went to private four-year institutions, and 28 percent went to other community colleges. Seventy-seven percent of the students who transferred to the University of Washington did so with junior or senior status.

Table ES-3: Transfers from BCC to Other Institutions, Fall 1994

Type/Name of Institution	Fr/So	Jr/Sr	Other	All Transfers	% Jr/Sr	% of all Transfers	% of Inst. Type
Public Four-Year	145	361	13	519	70%	59%	
CWU	31	33	4	68	49%	8%	13%
UW	60	201	1	262	77%	30%	50%
WSU	40	38	2	80	48%	9%	15%
Private Four-Year	69	47	1	117	40%	13%	
Community Colleges	251			251		28%	
Edmonds	19			19		2%	8%
Everett	14			14		2%	6%
Green River	16			16		2%	6%
Highline	10			10		1%	4%
North Seattle	30			30		3%	12%
Seattle Central	21			21		2%	8%
Shoreline	42			42		5%	17%
South Seattle	17			17		2%	7%
Whatcom	18			18		2%	7%
TOTAL TRANSFERS	465	408	14	887		100%	

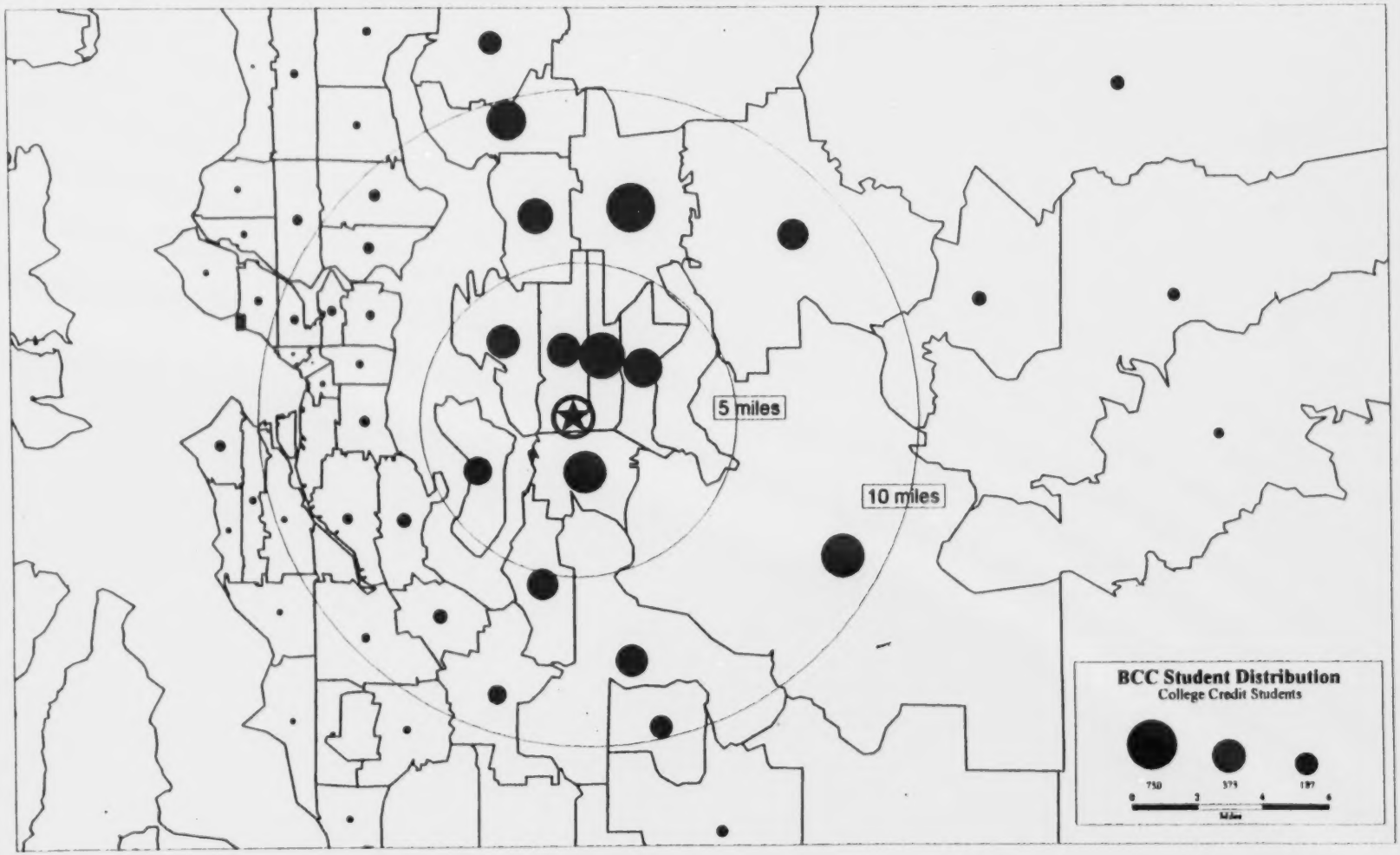
Note: These numbers do not include transfers to out-of-state institutions.

Source: Student Mobility Study, University of Washington, 1994

Student Origin

The vast majority of BCC college credit students live within ten miles of campus (Figure ES-7, next page). In fact, about one-third of them live within five miles. Approximately half of the college credit enrollments come from nine area high schools, a pattern unchanged since 1990.

Figure ES-7: Bellevue Community College, Student Origins
College Credit Enrollments Only, Fall, 1995



Student distribution based on ZIP code centroids.

Student Intent*

Of the students enrolled for college credit in Fall 1995, 65 percent (5,904) were here in order to prepare for transfer to a four-year institution. This is a large increase over 1990, when just 47 percent of the students arrived with the intent to transfer. Again, the large change occurred between 1990 and 1993 and the situation has remained stable, with a slight increase from 63 percent in 1993.

There has been a slight decrease in occupational enrollments, from 22 to 21 percent of the total between 1990 and 1995 (77 fewer students).

Credit and Attendance Characteristics

Since 1990, there has been a substantial increase in the proportion of our students who are attending full-time: from 59 percent in 1990 to 64 percent in 1995 (Table ES-4). This is part of a state-wide trend of increasing daytime, full-time enrollments. The "all enrollments" counts do not reflect this trend as they include our Continuing Education programs which by their nature are part-time.

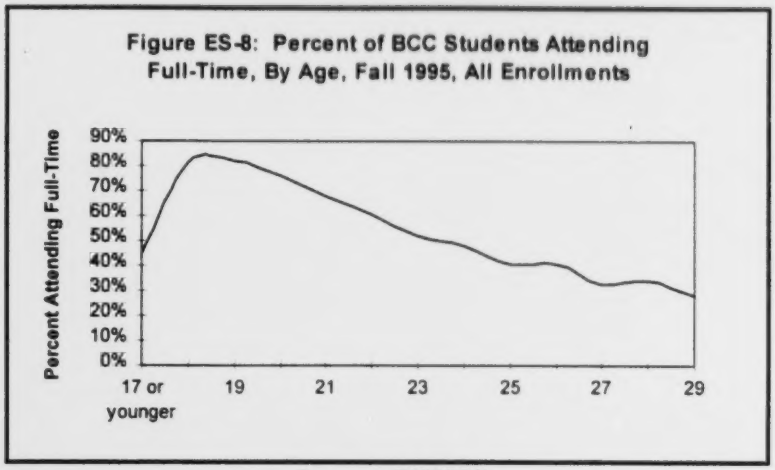
Table ES-4: Change in Full-time Attendance, Fall Quarters, 1990-1995

	1990	1993	1995
Full-time, College Credit	58.5%	60.0%	64.2%
Full-time, All Enrollments	36.2%	37.0%	34.8%

Source: SM4105, unduplicated headcount

There is a close relationship between part- or full-time attendance and age (Figure ES-8, next page) with age inversely proportional to attendance pattern—that is, the younger the student, the more likely to attend full-time; and the older the student, the more likely to attend part-time.

* Students declare their intent at the time they apply for admission to the College; intent simply indicates what the student thinks s/he will do while enrolled at BCC.



Source: SM4105

Program Enrollments

Over half of the College's FTEs (full-time equivalent students) are in the Academic Transfer area, with a total of 66 percent of effort in academic programs in general. Occupational enrollments comprise almost one-quarter of the effort at 23 percent, and community service completes the picture with 12 percent of total FTE effort (Table ES-5).

Table ES-5: FTEs by Institutional Intent, Fall 1995

Intent	FTEs	Percent
Academic Transfer	4131	53%
Academic Basic Education	933	12%
Academic General Education	12	0%
Total Academic	5076	66%
Occupational Preparatory	1344	17%
Occupational Supplemental	145	2%
Non-Wage-Earning Occupational	266	3%
Total Occupational	1755	23%
Total Academic and Occupational	6831	88%
Community Service	899	12%
TOTAL	7729	100%

Note: The academic basic education and general education enrollments serve as support for occupational enrollments which require these types of courses, in addition to being available for students not enrolled in occupational programs.

Source: SR2201 (MIS-2)

The College's effort in the Basic Skills and Parent Education areas is substantial, with 941 and 264 FTEs, respectively (Table ES-6). By far the largest element of this effort is the English as a Second Language (ESL) program, which had over 1,000 enrollees in Fall 1995. Additionally, Basic Computational Skills has over 800 enrolled, almost twice the number enrolled in Basic Communications Skills.

Table ES-6: Enrollments in Basic Skills and Parent Education Courses
Fall 1995

	Headcount	FTEs
GED	68	23
ABE	563	187
ESL	1027	353
Basic Computational Skills	804	268
Basic Communications Skills	412	111
All Basic Skills	2396	942
Parent Education	1250	264

Source: SR1107, SR1108

Since 1990, the College has eliminated or suspended four occupational programs and added four more. Program enrollments have also shifted, not surprisingly, toward the "technology occupations" of Administrative Office Systems (AOS), Information Technology, and Media Communications & Technology.

Over 1,000 students were awarded the Associate degree in the 1994-95 academic year. The vast majority of these were Arts and Sciences graduates; however, there were significant numbers in programs such as General Business Management (50), Nursing (46), Radiologic Technology (29), and Computer Information Systems (26).

Enrollments in five targeted state-wide programs for the 1994-95 academic year reveal substantial differences between BCC and our peer institutions (Table ES-7, next page). We have a large number of International and Running Start enrollments, but we have quite a small number of those in the Workforce Training Trust Fund program. Not surprisingly, our student body includes very few Dislocated Timber Workers, but a large number of other students who are either recently dislocated workers or who are receiving unemployment compensation. Among our peer community colleges, we are most like Shoreline and least like Green River.

Table ES-7: FTES In Targeted Programs, Academic Year 1994-95						
	Inter-national Students (Contract)	**Running Start (Contract)**	**Dislocated Timber Workers (State)**	**ESHB 1988 Work-force Training Trust Fund (State)**	**Recently Dislocated or Receiving Unemp. Ins. (State)**	**Institu-tional Totals**
Shoreline	373	80	131	250	563	1397
Bellevue	*316*	*191*	*48*	*139*	*572*	*1266*
Highline	0	63	36	203	619	921
Green River	196	160	70	472	782	1680
Average	221	124	72	266	634	1316

Source: SBCTC 1994-95 Academic Year Report

I. INTRODUCTION

The annual *Student Profile* is intended to give the College community a picture of who our students are and to provide various campus constituencies with information to be used in their work for the College. This report will also help the community we serve understand who we are and what we do. Hopefully, it will answer many of the questions which others ask us and which we ask ourselves.

The report is organized around various student characteristics such as age, gender, mobility, program, etc. The terms which are used to characterize students and their educational activities are defined as they occur in the report. Many of the categories cut across boundaries of this type, and consequently information about a particular characteristic may be found in more than one place. For example, age varies across almost all categories, so while it can be found in the section dealing with age characteristics specifically, it will also be found in other sections of the document as it relates to other important student characteristics.

There are many caveats attached to numbers included in this report as well. In most cases, student information is provided both in terms of "all college" enrollments and "college-credit-only" enrollments. "All college" enrollments include every student enrolled, for whatever reason, in whatever program, without regard to funding or any other variable. "College-credit-only," on the other hand, refers to just those students enrolled in courses for which college credit is given. In Fall 1995, college-credit students made up 53 percent of all BCC students.

Sources for the data are given for each figure and table so that should any questions arise about the actual numbers, they can be relatively easily answered. Notes about the data and what is or is not included are also found in the tables when needed.

Since it is expected that much use will be made of this document over the course of the year, the Office of Institutional Research is prepared to support it by answering questions, talking to staff about the findings, and responding to suggestions for additions, deletions, and alternative methods of communication in next year's edition of the *Profile*. Please direct your comments and questions to Valerie Hodge, Office of Institutional Research, A104, X3152.

II. AGE CHARACTERISTICS

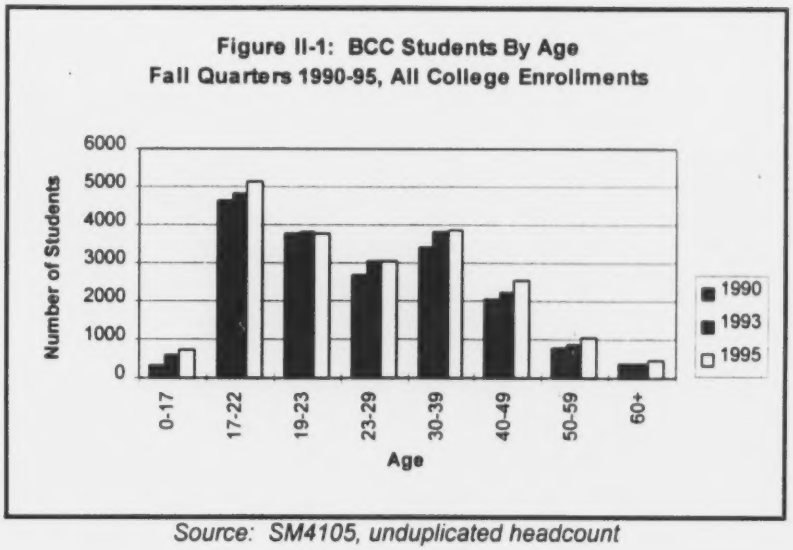
Over the past five years, the average age of all students at the College has been growing slightly older. The average age for all students in 1990 was 30.0, increasing to 31.1 in 1993 and to 31.6 in Fall 1995. Paradoxically, there has been a large increase in the numbers of our youngest students, those aged 17 years or younger (Table II-1, Figure II-1). Between 1990 and 1995, the enrollment of those students aged 17 years or younger rose 2

Table II-1: Age of Bellevue Community College Students, 1990-1995
All College Enrollments

Age	1990 Student Count	%	1993 Student Count	%	1995 Student Count	%	Difference 1990 - 95	Difference 1993 - 95
0-17	312	2%	590	4%	740	4%	428	150
18	974	7%	997	6%	1132	7%	158	135
19	1197	8%	987	6%	1118	7%	-79	131
20	987	7%	920	6%	924	5%	-63	4
21	659	5%	704	4%	668	4%	9	-36
22	505	4%	628	4%	558	3%	53	-70
23	430	3%	586	4%	497	3%	67	-89
17-22	4634	32%	4826	31%	5140	30%	506	314
19-23	3778	26%	3825	24%	3765	22%	-13	-60
24	388	3%	492	3%	501	3%	113	9
25	389	3%	451	3%	526	3%	137	75
26	373	3%	398	3%	408	2%	35	10
27	349	2%	375	2%	394	2%	45	19
28	351	2%	386	2%	370	2%	19	-16
29	389	3%	365	2%	348	2%	-41	-17
23-29	2669	19%	3053	19%	3044	18%	375	-9
30-39	3406	24%	3802	24%	3874	23%	468	72
40-49	2059	14%	2210	14%	2550	15%	491	340
50-59	770	5%	881	6%	1040	6%	270	159
60+	358	2%	382	2%	468	3%	110	86
TOTAL	14361	100%	15698	100%	17023	100%	2662	1325

Fall, 1990: average age = 30.0
Fall, 1993: average age = 31.1
Fall 1995: average age = 31.6

Source: SM4105 (unduplicated headcount). Includes the entire college enrollment, excepting those persons whose age was undetermined.



Source: SM4105, unduplicated headcount

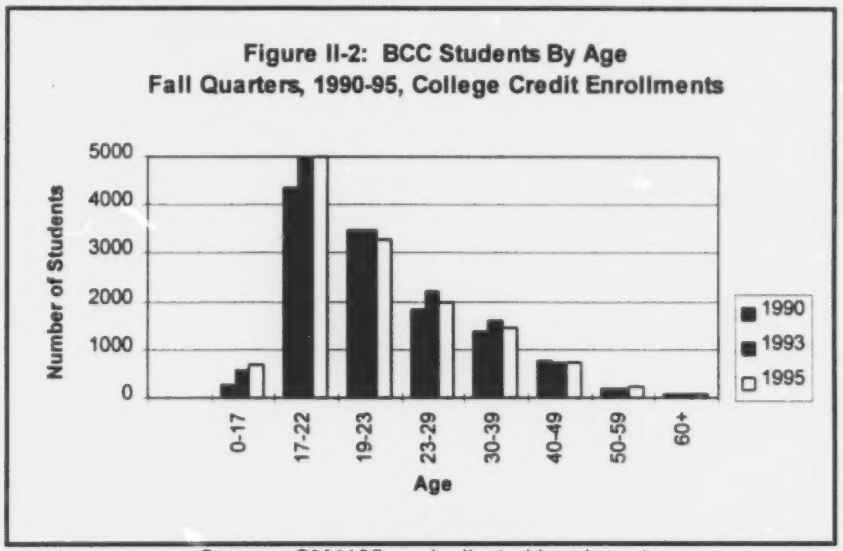
percent, a gain of 428 students. The proportion of those aged 17–22 years declined 2 percent for all college enrollments; however, despite their drop in proportional representation, there was still an increase of over 500 students in this age category. Those students aged 19–23 years have decreased their representation by 4 percent, an actual numeric loss. Those aged 23–29 years have declined proportionally as well, although they still posted a numeric gain of almost 400 students over the past five years. When this age group (23–29) is looked at by individual age years, however, it becomes clear that the increases came from the 24 and 25 years olds. The 19 and 20 year olds show actual numeric, as well as proportional, decreases. They do exhibit gains between 1993 and 1995, but the level, both numerically and proportionally, remains lower than in 1990.

The large increase in the youngest age group, those aged 17 years and under, is due to the initiation and expansion of the Running Start program from Fall 1992 on. This group gained an additional 428 students (33%) between 1990 and 1995. In Fall 1995, 246 of the 740 students aged 17 years or younger were Running Start students. An additional 333 students in this age group (45%) were College-in-the-High School enrollees. Seventy-eight percent of the students aged 17 years or younger are in one of these two programs.

Gains similar in size to the youngest age group were made in the baby boomer categories of 30–39 and 40–49 years, with 468 and 491 students, respectively—a result of the aging of this group and the movement of its

youngest members into the 30+ age range. In 1996, the oldest baby boomers will be 50 and the youngest will be 32 years old.

In terms of college-credit only students, the picture is quite different (Figure II-2, Table II-2). Overall, the average age of these students has been growing slightly younger; from 26.2 years in 1990 to 26.0 in Fall 1995. Not surprisingly, the college-credit-only population is, in general, younger than the all college population. In Fall 1995, while 30 percent of all students were aged 17–22, 55 percent of the college-credit-only students were in that age group. This pattern continues for the 19–23 and 23–29 age groups, with 22 percent of the all college and 36 percent of the college-credit-only students in the former age range and 18 percent of the all college and 22 percent of the college-credit-only students in the latter. The pattern reverses at age 30 and above.



Source: SM4105, unduplicated headcount

The youngest age group (those aged 17 years or younger) increased its proportion of college-credit enrollments from 3 percent to 8 percent between 1990 and 1995; again, a result of the Running Start and College-in-the-High-School programs.

Overall, 89 percent of the 18 year olds, 91 percent of the 19 year olds, 92 percent of the 20 year olds, 90 percent of the 21 year olds, 86 percent of the 22 year olds, and 76 percent of the 23 year olds are enrolled for college credit.

Table II-2: Age of Bellevue Community College Students, 1990-1995
College-Credit-Only Enrollments

Age	1990 Student Count	1990 %	1993 Student Count	1993 %	1995 Student Count	1995 %	Difference 1990 - 95	Difference 1993 - 95
0-17	267	3%	555	6%	692	8%	425	137
18	953	11%	932	10%	1002	11%	49	70
19	1142	13%	914	10%	1008	11%	-134	94
20	932	11%	871	9%	843	9%	-89	-28
21	602	7%	645	7%	596	7%	-6	-49
22	447	5%	552	6%	476	5%	29	-76
23	362	4%	503	5%	374	4%	12	-129
17-22	4343	50%	4972	53%	4991	55%	648	19
19-23	3485	40%	3485	37%	3297	36%	-188	-188
24	301	3%	385	4%	367	4%	66	-18
25	294	3%	345	4%	363	4%	69	18
26	254	3%	266	3%	273	3%	19	7
27	220	3%	249	3%	237	3%	17	-12
28	201	2%	240	3%	209	2%	8	-31
29	193	2%	210	2%	172	2%	-21	-38
23-29	1825	21%	2198	24%	1995	22%	170	-203
30-39	1370	16%	1588	17%	1432	16%	62	-156
40-49	755	9%	741	8%	733	8%	-22	-8
50-59	184	2%	203	2%	212	2%	28	9
60+	60	1%	68	1%	66	1%	6	-2
TOTAL	8615	100%	9345	100%	9085	100%	470	-260

Fall, 1990: average age = 26.2
Fall, 1993: average age = 26.3
Fall 1995: average age = 26.0

Source: SM4105, unduplicated headcount, includes only those students enrolled for college credit.

Age and Ethnic/Racial Characteristics

It is apparent from the information contained in Table II-3 (p. 7) that the non-white population of the College is younger than the white population, and younger than the student population as a whole. For example, just 30 percent of the Native American population are age 30 or older while in the white population, 50 percent of the students are age 30 or older. In the 17–22 year old population are found 45 percent of the African American, 44 percent of the Asian, and 43 percent of the Native Americans, while just 28 percent of the white population is in this range. The same pattern is clear in the 19–23 age group as well, as just 20 percent of the white population,

Table II-3: Age and Race of Bellevue Community College Students
Fall 1995, All College Enrollments

Age	Asian		African American		Native American		Hispanic		All People of Color		White		All Students	
0-17	102	7%	11	3%	4	4%	14	5%	131	6%	565	4%	696	5%
17-22	665	44%	162	45%	42	43%	103	37%	972	43%	3641	28%	4613	30%
19-23	488	32%	127	35%	31	32%	81	29%	727	32%	2591	20%	3318	22%
23-29	305	20%	76	21%	24	25%	79	28%	484	21%	2242	17%	2726	18%
30-39	287	19%	63	18%	16	16%	65	23%	431	19%	3124	24%	3555	23%
40-49	178	12%	39	11%	10	10%	24	9%	251	11%	2098	16%	2349	15%
50-59	48	3%	13	4%	3	3%	10	4%	74	3%	873	7%	947	6%
60+	19	1%	5	1%	1	1%	1	0%	26	1%	405	3%	431	3%
TOTAL	1516	100%	360	100%	97	100%	282	100%	2255	100%	12904	100%	15159	100%

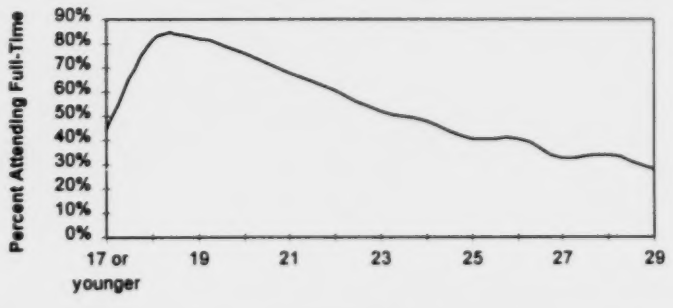
Source: SM4105, unduplicated headcount report. Includes all students enrolled at the College.

but 35 percent of the African American and 32 percent of both the Asian and Native American populations fall in this range. Overall, 41 percent of our students are ages 19 to 29; however, 57 percent of both the Hispanic and Native American populations fall in this age range, followed by the African American population (56%) and the Asian population (52%). For more information on the racial and ethnic characteristics of BCC students, including change over time, please see section IV, pp. 19-32.

Age and Full-Time/Part-Time Attendance

There is an inverse relationship between age and attendance pattern (full- or part-time enrollment): the younger the students, the more they attend full-time; the older the students, the more they attend part-time (Figure II-3, Table II-4). The proportion attending full-time decreases steadily with increasing age, from a high of 82 percent attending full-time in the 19 year old category to just over 50 percent by age 23. There is a large decrease between the ages of 26 and 27, from 41 percent to 33 percent attending full-time. Similarly, there is a large drop in full-time attendance between the 23–29 and 30–39 age groupings. While 41 percent of the 23–29 year olds attend full-time, just 19 percent of the 30–39 year olds do. There is a similar pattern with time of day of attendance, day-only attendance being concentrated in the younger ages and evening-only attendance concentrated in the older age groups.

Figure II-3: Percent of BCC Students Attending Full-Time, By Age, Fall 1995, All Enrollments



Source: SM4105

Average and median ages also vary, depending on attendance status. The average age of all students attending part-time is 36.5, while the average age for those attending full-time is 24.5. The median age for those

attending part-time is 35.7 and for those attending full-time, it is 21.3. The mean overall is 31.6, with a median of 28.8.

Table II-4: BCC Students' Age by Attendance Status Fall 1995, All College Enrollments

Age	Percent Attending Full-Time
0-17	45%
18	81%
19	82%
20	76%
21	68%
22	61%
23	52%
17-22	69%
19-23	71%
24	48%
25	41%
26	41%
27	33%
28	34%
29	28%
23-29	41%
30-39	19%
40-49	12%
50-59	8%
60+	2%
TOTAL	36%

Source: SM4105, All college enrollments.

Age and Time of Day for Attendance

The time a student attends school is closely related to his/her age: the younger the students, the more they attend during the day (Table II-5, p. 10). Daytime attendance decreases steadily with age, with 86 percent of the youngest (those 17 years or younger) attending during the day and just 47 percent of the 24 year olds. Overall, 56 percent of the people attending during the day are less than 30 years of age and 60 of those attending during the evening are 30 years of age or over.

Table II-5: Time of Attendance by Age
Fall 1995, All College Enrollments

Age	% Of Day Attendees By Age Group	% Of Evening Attendees By Age Group	*% Of Age Group Attending By Day*
0-17	7%	1%	*86%*
18	9%	1%	*76%*
19	9%	2%	*74%*
20	7%	2%	*66%*
21	4%	2%	*60%*
22	3%	3%	*55%*
17-22	39%	11%	*71%*
23	3%	3%	*51%*
19-23	26%	12%	*64%*
24	3%	3%	*47%*
25	3%	4%	*49%*
26	2%	3%	*41%*
27	2%	3%	*46%*
28	2%	3%	*43%*
29	2%	3%	*45%*
23-29	15%	22%	*46%*
30-39	22%	26%	*54%*
40-49	13%	20%	*47%*
50-59	5%	10%	*41%*
60+	2%	4%	*46%*
Total	100%	100%	*55%*

Note: 1000 people with ages unknown in this population.

Source: SM4105, unduplicated headcount. Includes all students enrolled at the College.

When just the college credit enrollments are considered, the pattern of youth and daytime attendance is even more pronounced (Table II-6, p. 11). Overall, 61 percent attend during the day, as compared to 55 percent for the all college enrollments. The degree of daytime attendance diminishes from 91 percent for the youngest students to just 43 percent for those 26 years of age.

Age and Enrollment in ABE, ESL, Basic Computational and Communications Skills, and Parent Education/Family Life Programs

The College offers many programs which do not provide college credit, but nevertheless are essential either for eventually taking college credit classes or simply for progressing on with other life goals a student may have.

Table II-6: Time of Attendance by Age
Fall 1995, College-Credit-Only Enrollments

Age	% Of Day Attendees By Age Group	% Of Evening Attendees By Age Group	*% Of Age Group Attending By Day*
0-17	11%	1%	*91%*
18	15%	3%	*80%*
19	14%	3%	*78%*
20	11%	5%	*70%*
21	7%	5%	*64%*
22	5%	5%	*58%*
17-22	63%	23%	*75%*
23	4%	5%	*55%*
19-23	40%	24%	*68%*
24	3%	5%	*52%*
25	3%	6%	*50%*
26	2%	5%	*43%*
27	2%	4%	*46%*
28	2%	4%	*43%*
29	1%	3%	*44%*
23-29	18%	31%	*49%*
30-39	12%	26%	*44%*
40-49	6%	14%	*43%*
50-59	2%	4%	*42%*
60+	1%	1%	*71%*
Total	100%	100%	*61%*

Source: SM4105, unduplicated headcount. Includes only those students enrolled for college credit.

Among these are: the Adult Basic Education (ABE) program which provides instruction for native English-speaking adults in the areas of reading, writing, grammar, spelling, and simple arithmetic; English as a Second Language (ESL) which provides English instruction for non-native speakers; Basic Computational and Communications Skills classes which do not provide college credit, but which prepare students for college-level mathematics and English courses; and Parent Education/Family Life courses which are avocational courses designed to enable people to be better parents.*

* The College also offers a limited number of Parent Education courses for college credit. Those are not included in this analysis.

Enrollments in the basic skills programs are concentrated in the younger age groups. Overall, 68 percent of the students enrolled in basic skills are under age 30; however, there is quite a variety by racial and ethnic characteristics, as well as gender. A greater proportion of males are in the under 30 age group (78%) as compared to females (63%). International students* show the greatest proportion of people younger than age 30 in this comparison, with 93 percent under the age of 30.

In terms of the individual programs, 72 percent of the students enrolled in ABE were under 30 years of age; however, the males are younger than the females with 82 percent of the males and just 66 percent of the females under age 30. A similar pattern is seen with enrollment in Basic Computational Skills where 77 percent overall are under age 30, but 86 percent of the males and just 71 percent of the females are. Students enrolled in Basic Communications Skills courses tend to be older than those enrolled in Basic Computational Skills, with 72 percent overall under the age of 30, 82 percent of the males and 66 percent of the females.

The ESL program has the oldest population of the basic skills programs, with just 59 percent of its students under age 30. Again, the International students are a separate category and 92 percent of them are under 30 years of age. Of those enrolled in ESL classes, 68 percent of the males, 58 percent of the females, 67 percent of the white students and just 53 percent of the Asian students were under 30 years of age.

For the Parent Education/Family Life program, the enrollments are heavily concentrated in the 30 to 44 age range: 86 percent of the enrollments are people of this age group.

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* International students are students enrolled at the College who are not residents of the U.S. They may be enrolled for regular college credit, or they may be enrolled in special International Programs courses offered to prepare them for regular college credit classes.

III. GENDER CHARACTERISTICS

In Fall 1995, 62 percent of the all college enrollments were female. The proportion of women students has been decreasing since 1990: in Fall 1990, 64.1 percent of the all college population were women and in Fall 1993 the percentage had dropped to 62.8. So in the course of five years, the proportion has decreased by 2.1 percent. The college credit enrollments have remained steady at 56 percent female over the same period.

Gender and Age

Not only are the majority of BCC students women, but the women are also older than the men. Fifty-four percent of the female students but just 36 percent of the male students are aged 30 or over. Women are the majority of the student population in all age groups except ages 19 and 20, where men represent 51 and 52 percent, respectively (Table III-1, p. 14). Of our youngest students, those aged 17 and under, 59 percent are female. Among students aged 25 and above, women compose 57 percent or more of the population, with the highest proportion in the 30–39 range (73%). Looking at the distribution of men and women across age groups reinforces the conclusion that male students are younger than females. Forty-three percent of the males but just 29 percent of the females are in the 17–22 range. Thirty percent of the males but just 19 percent of the females are aged 19–23 years. This is very different from the 30–39 age range, where we find 27 percent of the female and just 16 percent of the male students.

College credit and all college enrollments differ noticeably in terms of age and gender as well. We have already shown that the college credit population is considerably younger than the all college population. Just 43 percent of the all college males but 56 percent of the college-credit males are aged 17–22 years (Table III-2, p. 15). Similarly, just 29 percent of the all college females but 47 percent of the college-credit females are aged 17–22. Of the college-credit students, 83 percent of the males and 72 percent of the females are under age 30. In the all college population, 67 percent of the males and just 49 percent of the females are under age 30. While the female population is the majority in all age ranges except ages 19 and 20, they are particularly dominant in the all college enrollments.

Male students, with a mean age of 29.4 and a median of 24.7, are younger than the female students, who have a mean of 32.6 and median of 31.6.

Table III-1: BCC Students' Age and Gender
Fall 1995, All College Enrollments

Age	Male Student Count	Male %	Female Student Count	Female %	*Percent Female**	Total Student Count	Total %
0-17	299	5%	430	4%	*59%*	740	4%
18	490	8%	631	6%	*56%*	1132	7%
19	568	9%	544	5%	*49%*	1118	7%
20	475	8%	445	4%	*48%*	924	5%
21	312	5%	352	3%	*53%*	668	4%
22	261	4%	293	3%	*53%*	558	3%
23	227	4%	264	3%	*54%*	497	3%
17-22	2632	43%	2959	29%	*53%*	5140	30%
19-23	1843	30%	1898	19%	*51%*	3765	22%
24	213	3%	275	3%	*56%*	501	3%
25	209	3%	305	3%	*59%*	526	3%
26	172	3%	228	2%	*57%*	408	2%
27	146	2%	234	2%	*62%*	394	2%
28	148	2%	204	2%	*58%*	370	2%
29	114	2%	222	2%	*66%*	348	2%
23-29	1229	20%	1732	17%	*58%*	3044	18%
30-39	1010	16%	2737	27%	*73%*	3874	23%
40-49	716	12%	1735	17%	*71%*	2550	15%
50-59	294	5%	689	7%	*70%*	1040	6%
60+	180	3%	267	3%	*60%*	468	3%
TOTAL	6134	100%	10172	100%	*62%*	17023	100%

Average age = 31.6 years

*The "Percent Female" column indicates the proportion of women within the given age category.

Source: SM4105 (unduplicated headcount). Includes the entire college enrollment, except for 717 students whose age was undetermined. Because of these students, the counts given male and female may not add up to the "Total" count.

Since 1990, not surprisingly, there have been some shifts in the proportions of male and female students, depending upon age groups (Figure III-1, p. 15; Table III-3, p. 16). These shifts reflect both demographic changes in the population as a whole and programmatic changes (e.g., Running Start, College-in-the-High-School). The youngest students (aged 17 and under) have increased proportionally in both male (3% increase) and female populations (2% increase). Males aged 19–22 years have **decreased** their percentage of the student population. Males aged 40–49 have increased by two percent. Females have decreased proportionally in the 19–21 year age range; however, most of the age groups have remained quite stable.

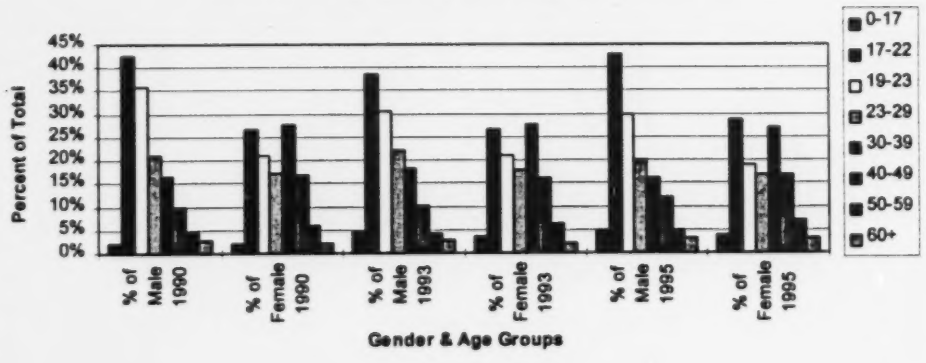
Table III-2: BCC Students' Age and Gender
Fall 1995, College-Credit-Only Enrollments

Age	Male Student Count	Male %	Female Student Count	Female %	*Percent Female**	Total Student Count	Total %
0-17	286	7%	403	8%	*58%*	689	8%
18	442	11%	559	11%	*56%*	1001	11%
19	524	13%	484	10%	*48%*	1008	11%
20	441	11%	401	8%	*48%*	842	9%
21	283	7%	312	6%	*52%*	595	7%
22	231	6%	245	5%	*51%*	476	5%
23	177	4%	197	4%	*53%*	374	4%
17-22	2207	56%	2404	47%	*52%*	4611	51%
19-23	1656	42%	1639	32%	*50%*	3295	36%
24	171	4%	196	4%	*53%*	367	4%
25	173	4%	189	4%	*52%*	362	4%
26	132	3%	138	3%	*51%*	270	3%
27	105	3%	131	3%	*56%*	236	3%
28	101	3%	108	2%	*52%*	209	2%
29	66	2%	103	2%	*61%*	169	2%
23-29	925	23%	1062	21%	*53%*	1987	22%
30-39	511	13%	904	18%	*64%*	1415	16%
40-49	204	5%	518	10%	*72%*	722	8%
50-59	63	2%	144	3%	*70%*	207	2%
60+	31	1%	34	1%	*52%*	65	1%
TOTAL	3956	100%	5077	100%	*56%*	9033	100%

Average age = 26.0.
*The "Percent Female" column indicates the proportion of women within the given age category.

Source: SM4105, College credit only.

Figure III-1: Gender Distribution of BCC Students By Age
Fall Quarters, 1990-95, All College Enrollments



Source: SM4104

Table III-3: BCC Students' Gender By Age
Fall Quarters, 1990-95, All College Enrollments

Age	Males			Females		
	1990	1993	1995	1990	1993	1995
0-17	2%	4%	5%	2%	3%	4%
18	8%	8%	8%	6%	5%	6%
19	11%	8%	9%	7%	5%	5%
20	10%	8%	8%	5%	5%	4%
21	6%	6%	5%	4%	4%	3%
22	5%	5%	4%	3%	3%	3%
23	4%	4%	4%	2%	3%	3%
17-22	42%	39%	43%	27%	27%	29%
19-23	36%	31%	30%	21%	21%	19%
23-29	21%	22%	20%	17%	18%	17%
30-39	17%	18%	16%	28%	28%	27%
40-49	10%	10%	12%	17%	16%	17%
50-59	5%	4%	5%	6%	6%	7%
60+	3%	3%	3%	2%	2%	3%
TOTAL	100%	100%	100%	100%	100%	100%

Source: SM4105, Includes all college enrollments

Gender and Attendance Status

There is a wide disparity in average and median ages when gender and attendance pattern (part- vs. full-time) are taken into consideration (Table III-4). For males attending part-time, the average age is 35.6, while for males attending full-time it is 23.5. Similar differences exist for women: 36.8 is the average age for part-time female students, 25.2 for full-time. The medians reflect even greater disparities, particularly among women students. The median age is 36.0 for part-time female students vs. 21.6 for the full-time.

Table III-4: Average and Median Ages By Gender and Attendance Status
Fall 1995, All College Enrollments

	Males			Females			All Students		
	Part-time	Full-time	All Students	Part-time	Full-time	All Students	Part-time	Full-time	All Students
Average Age	35.6	23.5	29.4	36.8	25.2	32.6	36.5	24.5	31.6
Median Age	33.7	20.9	24.7	36.0	21.6	31.6	35.7	21.3	28.8

Source: SR1102, includes all students

There are significant differences between the attendance patterns of our students based on gender as well. Of total enrollments, 44 percent of the males and 31.8 percent of the females are attending full-time. These proportions have varied somewhat over time for the males, but for the female population, it has been slowly, but steadily rising. In Fall 1990, 29.8 percent of the females attended full-time. In Fall 1993, 31.6 percent of the women attended full-time. This is reflective of a state-wide trend toward increasing full-time enrollments.

IV. ETHNIC/RACIAL CHARACTERISTICS

The information we have on the racial and ethnic characteristics of our students is valuable on several fronts. The state-wide initiatives and goals to increase the participation of students of color require the use of this type of information. Additionally, in order for the College to be responsive to the mission of reflecting our community, we need both to know what our community looks like and what our students look like in relation to it.

The College has become more diverse racially and ethnically over the past five years (Table IV-1). Overall, proportions of all individual racial and ethnic groups have increased since 1990, with particularly large increases between 1990 and 1993 (especially for Asian and Hispanic students) with subsequent numeric decreases between 1993 and 1995.

Table IV-1: Racial and Ethnic Distribution
Fall Quarters, 1990-95, All College Enrollments

	1990		1993		1995	
Ethnic/Racial Group	Student Count	%	Student Count	%	Student Count	%
Asian	1093	7.6%	1781	11.3%	1516	8.9%
African American	171	1.2%	295	1.9%	360	2.1%
Native American	46	0.3%	79	0.5%	97	.06%
Hispanic	215	1.5%	295	1.9%	282	1.7%
All Students of Color	1525	10.6%	2450	15.6%	2255	13.3%
White	12521	87.2%	12345	78.6%	12904	75.8%
All Students	14361	100%	15698	100%	17023	100%
Ethnicity Unknown	315	2.2%	903	5.8%	1864	10.9%

For comparison, the BCC service area is 16 percent people of color.

Source: SM4105, unduplicated headcount, all students.

Overall, while there was an increase of just 18.5 percent in all college enrollments between 1990 and 1995, there was an increase of **47.9 percent** in enrollments of students of color. Both the African American and Native American populations more than doubled during this time, going from 171 to 360 and 46 to 97 students, respectively.

A note on the completeness of the ethnic and racial data is required here. In Tables IV-1 and IV-2, it can be seen that there are many students for

Table IV-2: Racial and Ethnic Distribution
Fall Quarters, 1990-95, College-Credit-Only Students

Ethnic/Racial Group	1990		1993		1995	
	Student Count	%	Student Count	%	Student Count	%
Asian	550	6.4%	1118	12.0%	1001	11.0%
African American	136	1.6%	265	2.8%	300	3.3%
Native American	35	0.4%	68	0.7%	81	0.9%
Hispanic	128	1.5%	194	2.1%	176	1.9%
All Students of Color	849	9.9%	1645	17.6%	1558	17.1%
White	7752	90.0%	7496	80.2%	6955	76.6%
All Students	8615	100%	9345	100%	9085	100%
Ethnicity Unknown	14	0.2%	204	2.2%	572	6.3%

Source: SM4105, unduplicated headcount. Includes only those students enrolled for college credit.

whom racial and ethnic characteristics are unknown: 1,864 for the all college enrollments and 572 for the college-credit enrollments. Since this information is important for policy planning, it would be well to try to find ways to make it more complete so that we are working from as solid a foundation as possible. It is difficult to measure how we are doing and to inform strategies for change based on incomplete information. This puts us at a disadvantage in terms of knowing how we are doing with regard both to access and success for students of color. If we don't know their characteristics, we will not be able to follow them to see how they are doing and we will not be able to speak with any certainty about our success in serving these groups of people.

Not knowing this characteristic about our students is not unique to BCC. Most colleges report many "unknowns" in this category, some as high as 2,700 students. When the SBCTC calculates the proportion of people of color in the colleges, they exclude unknowns from that calculation, which would tend to inflate the proportion of students of color.

The College's demographic makeup has kept pace with that of its service area, in terms of ethnic and racial changes. In the 1990 census, our service area included 9.7 percent people of color and our student body included 10.6 percent people of color. Since then, substantial changes have occurred in the region and have been reflected in our students. In Fall 1995, 13.3 percent of the total college enrollments and 17 percent of the college credit enrollments were people of color. Data obtained from six

school districts in our service area show an overall proportion of 16 percent students of color. The Environmental Scan to be conducted later in Spring Quarter 1996 will explore this issue further.

The change in the characteristics of the college-credit-only enrollments is more dramatic than those for the all college population. While there was just a 5.5 percent increase in college credit enrollments overall, there was an 83.5 percent increase in students of color enrolled for college credit. The Asian population very nearly doubled during this time, while both the African American and Native American populations more than doubled their numbers. The College's credit enrollments went from 90 percent white in 1990 to 77 percent white in 1995.

Ethnic/Racial Characteristics and Age

As Table IV-3 shows (p. 22), the non-white population of the College is younger than the white population, and younger than the student population as a whole. For example, just 30 percent of the Native American population are age 30 or older, compared to 50 percent of the students in the white population. The 17–22 year old population has 45 percent of the African American, 44 percent of the Asian, and 43 percent of the Native Americans while just 28 percent of the white population is of this age range. It is clear in the 19–23 age group as well, as just 20 percent of the white population, but 35 percent of the African American and 32 percent of both the Asian and Native American populations fall into this range. Overall, 41 percent of our students are aged 19–29; however, 57 percent of both the Hispanic and Native American populations fall in this age range, followed by the African Americans (56%) and the Asians (52%).

Ethnic and racial composition of the college-credit-only population at BCC strongly differs from that of the all college population (Table IV-4, p. 23). The magnitude of the differences varies by group, however. The Asian population is very different, with much higher concentrations of people in the younger (traditional college age) groups of 17–22 or 19–23 years. For all college enrollment, it is 44 and 32 percent, respectively, while for college-credit-only it is 62 and 44 percent, respectively. The differences between the African American and Native American populations are relatively minor; among Hispanics, however, almost half of the college-credit-only population but just 37 percent of all college students are in the 17–22 range. The white population exhibits the greatest variation, with 21 percent more of

Table IV-3: Racial and Ethnic Characteristics of BCC Students, By Age
Fall 1995, All College Enrollments

Age	Asian		African American		Native American		Hispanic		All Students of Color		White		All Students	
0-17	102	7%	11	3%	4	4%	14	5%	131	6%	565	4%	696	5%
18	145	10%	41	11%	13	13%	21	7%	220	10%	817	6%	1037	7%
19	119	8%	43	12%	11	11%	15	5%	188	8%	817	6%	1005	7%
20	114	8%	34	9%	7	7%	25	9%	180	8%	642	5%	822	5%
21	105	7%	19	5%	5	5%	14	5%	143	6%	433	3%	576	4%
22	80	5%	14	4%	2	2%	14	5%	110	5%	367	3%	477	3%
23	70	5%	17	5%	6	6%	13	5%	106	5%	332	3%	438	3%
17-22	665	44%	162	45%	42	43%	103	37%	972	43%	3641	28%	4613	30%
19-23	488	32%	127	35%	31	32%	81	29%	727	32%	2591	20%	3318	22%
24	56	4%	13	4%	4	4%	12	4%	85	4%	352	3%	437	3%
25	55	4%	11	3%	3	3%	15	5%	84	4%	395	3%	479	3%
26	32	2%	9	3%	3	3%	13	5%	57	3%	314	2%	371	2%
27	34	2%	12	3%	3	3%	13	5%	62	3%	296	2%	358	2%
28	30	2%	8	2%	2	2%	8	3%	48	2%	280	2%	328	2%
29	28	2%	6	2%	3	3%	5	2%	42	2%	273	2%	315	2%
23-29	305	20%	76	21%	24	25%	79	28%	484	21%	2242	17%	2726	18%
30-39	287	19%	63	18%	16	16%	65	23%	431	19%	3124	24%	3555	23%
40-49	178	12%	39	11%	10	10%	24	9%	251	11%	2098	16%	2349	15%
50-59	48	3%	13	4%	3	3%	10	4%	74	3%	873	7%	947	6%
60+	19	1%	5	1%	1	1%	1	0%	26	1%	405	3%	431	3%
TOTAL	1516	100%	360	100%	97	100%	282	100%	2255	100%	12904	100%	15159	100%

Source: SM4105, unduplicated headcount report. Includes all students enrolled at the College.

Table IV-4: Racial and Ethnic Characteristics of BCC Students, By Age
Fall 1995, College-Credit-Only Enrollments

Age	Asian		African American		Native American		Hispanic		All Students of Color		White		All Students	
0-17	99	10%	11	4%	4	5%	13	7%	127	19%	535	8%	662	8%
18	136	14%	37	12%	13	16%	16	9%	202	21%	765	11%	967	11%
19	107	11%	40	13%	9	11%	15	9%	171	18%	771	11%	942	11%
20	111	11%	32	11%	6	7%	20	11%	169	22%	594	9%	763	9%
21	94	9%	18	6%	5	6%	11	6%	128	24%	402	6%	530	6%
22	72	7%	10	3%	2	2%	10	6%	94	22%	325	5%	419	5%
23	56	6%	13	4%	6	7%	4	2%	79	23%	259	4%	338	4%
17-22	619	62%	148	49%	39	48%	85	48%	891	21%	3392	49%	4283	50%
19-23	440	44%	113	38%	28	35%	60	34%	641	21%	2351	34%	2992	35%
24	44	4%	13	4%	4	5%	9	5%	70	20%	276	4%	346	4%
25	33	3%	8	3%	2	2%	7	4%	50	15%	291	4%	341	4%
26	23	2%	7	2%	3	4%	12	7%	45	18%	209	3%	254	3%
27	25	2%	11	4%	1	1%	7	4%	44	19%	182	3%	226	3%
28	13	1%	8	3%	2	2%	6	3%	29	15%	169	2%	198	2%
29	16	2%	4	1%	2	2%	1	1%	23	14%	139	2%	162	2%
23-29	210	21%	64	21%	20	25%	46	26%	340	18%	1525	22%	1865	22%
30-39	115	11%	47	16%	13	16%	33	19%	208	15%	1156	17%	1364	16%
40-49	49	5%	30	10%	7	9%	8	5%	94	13%	615	9%	709	8%
50-59	5	0%	7	2%	1	1%	3	2%	16	8%	187	3%	203	2%
60+	2	0%	3	1%	0	0%	1	1%	6	9%	58	1%	64	1%
TOTAL	1001	100%	300	100%	81	100%	176	100%	1558	18%	6955	100%	8513	100%

Source: SM4105, unduplicated headcount, college-credit-only enrollments.

the college-credit-only population aged 17–22 years (49%, as compared to 28% for all college). For the 19–23 year olds, it is an increase of 14 percent, from 20 percent for all college to 34 percent for college-credit-only students. The sum of these differences is revealed in the total population which consists of 30 percent of the all college students and 50 percent of the college-credit students in the 17–22 year age range.

Origins of Students of Color

Although our students of color come from all over the Central Puget Sound region, they are concentrated in several areas immediately surrounding the College. Data available by zip code for college-credit-only students indicates that in seven zip code areas, 24 percent or more of the students are students of color (Table IV-5, p. 25).* This information can be used to target certain student population groups from certain zip codes, either as part of a marketing plan or as part of the College's multicultural efforts.

In the 98118 zip code area (Seattle/Seward Park), 70 percent of the college credit students were students of color; in the 98178 area (Rainier Beach) 55 percent were students of color; in the 98055 area (Renton), 33 percent were students of color; in the 98058 area (Renton), 30 percent were students of color; and in the 98056 (Renton) and 98007 (Bellevue) areas, 24 percent were students of color. In terms of the largest *numbers* of students of color, almost one-third of our students of color come from four zip code areas: 98006, 98007, 98008 (all Bellevue) and 98052 (Redmond). Over half of the students of color come from just nine zip code areas. In addition to those mentioned previously, they are 98034 (Kirkland), 98056 (Renton), 98004 and 98005 (both Bellevue), and 98059 (Renton).

The all college enrollment population includes almost 700 more students of color; these additional not-for-credit students come from the same top four zip code areas as the credit students (Table IV-6, p. 26).

* A zipcode map of those areas surrounding the College and containing our service area is included in Appendix 1, along with a listing of the zipcodes (and community names associated with them) which Institutional Research uses to define the BCC service area.

Table IV-5: Residence of Students by Race and Ethnicity
Fall 1995, College-Credit-Only Students

Zip Code	Asian	African American	Native American	Hispanic	All Students of Color	All Credit Students	% Students of Color
98052	72	18	3	18	111	721	15%
98007	107	24	10	15	156	662	24%
98027	31	5	3	10	49	588	8%
98006	85	11	3	9	108	574	19%
98034	47	10	5	16	78	497	16%
98008	86	14	5	7	112	482	23%
98033	19	7	7	8	41	415	10%
98005	37	14	5	4	60	374	16%
98004	42	5	0	7	54	372	15%
98059	31	9	6	5	51	346	15%
98053	12	3	2	4	21	329	6%
98056	52	14	5	7	78	326	24%
98040	33	8	0	5	46	279	16%
98072	18	3	0	2	23	269	9%
98011	12	3	1	6	22	200	11%
98058	44	8	0	4	56	189	30%
98045	4	0	4	2	10	147	7%
98055	34	7	0	3	44	135	33%
98014	5	0	0	1	6	84	7%
98118	33	24	0	1	58	83	70%
98178	22	21	1	2	46	83	55%
98019	1	0	1	0	2	81	2%
98024	2	2	0	0	4	63	6%
98031	6	5	2	3	16	63	25%
98029	4	1	0	2	7	62	11%
98012	6	0	1	2	9	59	15%
98038	1	1	0	0	2	56	4%
98115	7	1	0	1	9	56	16%
98105	6	1	1	0	8	52	15%
TOTALS	1001	300	81	176	1558	9085	17%

Source: SM4105, college-credit-only students. Sorted by total of BCC college-credit students, largest to smallest.

Table IV-6: Residence of Students by Race and Ethnicity
Fall 1995, All College Enrollments

Zip Code	Asian	African American	Native American	Hispanic	All Students of Color	All BCC Students	% Students of Color
98052	117	22	6	27	172	1379	12%
98006	149	14	6	13	182	1289	14%
98007	184	30	10	36	260	1243	21%
98027	63	6	3	16	88	1237	7%
98008	130	16	5	14	165	938	18%
98004	69	8	2	16	95	861	11%
98033	28	10	7	9	54	780	7%
98034	64	11	7	19	101	773	13%
98005	67	17	6	16	106	740	14%
98040	67	9	0	9	85	678	13%
98053	28	4	2	6	40	658	6%
98056	76	17	5	8	106	547	19%
98059	37	10	6	7	60	505	12%
98072	23	3	1	4	31	452	7%
98011	14	3	1	9	27	303	9%
98045	6	0	5	2	13	272	5%
98058	47	9	0	6	62	229	27%
98029	11	1	0	2	14	211	7%
98055	39	10	0	4	53	180	29%
98014	5	1	0	5	11	152	7%
98019	2	0	1	0	3	133	2%
98024	3	2	1	0	6	124	5%
98118	39	26	0	3	68	112	61%
98031	11	6	2	4	23	109	21%
98178	23	24	1	5	53	104	51%
98103	1	0	0	3	4	97	4%
98115	7	1	0	1	9	92	10%
98012	7	0	1	2	10	86	12%
98065	2	0	0	6	8	80	10%
98105	6	1	1	0	8	79	10%
98144	36	14	1	0	51	78	65%
98009	2	4	0	2	8	76	11%
98038	2	1	0	0	3	75	4%
98116	4	4	0	2	10	72	14%
98290	1	0	0	0	1	71	1%
98102	2	0	1	0	3	67	4%
98112	2	2	2	1	7	62	11%
98108	38	6	0	1	45	59	76%
98155	5	1	0	1	7	59	12%
98109	5	0	0	0	5	57	9%
98042	2	0	0	0	2	56	4%
98133	4	2	1	0	7	56	13%
98119	2	0	0	0	2	54	4%
98104	4	2	0	0	6	51	12%
98021	4	0	0	0	4	50	8%
98208	1	0	0	1	2	50	4%
98272	0	0	0	0	0	50	0%
TOTALS	1516	360	97	282	2255	17023	13%
SERVICE AREA TOTALS	1023	164	67	203	1457	11918	

Source: SM4105, unduplicated headcount, all college enrollments. Sorted by total number of students, largest to smallest.

Sixty-five percent of the students of color come from BCC's specific service area (Table IV-7). The proportions vary by student ethnic/racial category, with the smallest proportion of our African American students coming from our service area (46%) and the greatest proportion of our Hispanic students coming from our service area (72%). The information in Table IV-7 also groups zip codes for a better idea of the communities they represent. Over half (56%) of BCC's students of color come from Bellevue, with an additional 15 percent from Redmond and 11 percent from Kirkland.

Table IV-7: BCC Enrollments by Race and Ethnicity, BCC Service Area Only Fall 1995, All College Enrollments

Zip Code	Asian	African American	Native American	Hispanic	All Students of Color	All BCC Students	% Students of Color
98004	69	8	2	16	95	861	11%
98005	67	17	6	16	106	740	14%
98006	149	14	6	13	182	1289	14%
98007	184	30	10	36	260	1243	21%
98008	130	16	5	14	165	938	18%
98009	2	4	0	2	8	76	11%
Bellevue (all)	601	89	29	97	816	5147	16%
98014 Carnation	5	1	0	5	11	152	7%
98019 Duvall	2	0	1	0	3	133	2%
98024 Fall City	3	2	1	0	6	124	5%
98027 Issaquah	63	6	3	16	88	1237	7%
98033	28	10	7	9	54	780	7%
98034	64	11	7	19	101	773	13%
Kirkland (all)	92	21	14	28	155	1553	10%
98040 Mercer Is.	67	9	0	9	85	678	23%
98045 North Bend	6	0	5	2	13	272	5%
98052	117	22	6	27	172	1379	12%
98053	28	4	2	6	40	658	6%
Redmond (all)	145	26	8	33	212	2037	10%
98059 Renton	37	10	6	7	60	505	12%
98065 Snoqualmie	2	0	0	6	8	80	10%
TOTALS	1023	164	67	203	1457	11918	12%

Source: SM4105

The changes among BCC's students of color between 1990 and 1995 have been both substantial and puzzling. Their numbers generally increased from 1990 to 1993 and then decreased from 1993 to 1995 (Table IV-8, p. 29). In all, from seven zip codes with substantial numbers of students of color, there was a decrease of 319 students of color between 1993 and 1995. There was a coincident decrease in the number of college credit enrollments during this time as well (260 students) and since about 70 percent of the students of color are college credit students, one might well expect that those numbers would be reduced—but certainly not at these levels or in these particular locations. The numbers of all students of color enrolled at the College did increase between 1993 and 1995, so we might speculate that missing data could account for some of the numbers from individual areas.

The largest numeric increases in the student population between 1990 and 1995 came from seven zip codes: 98052 (56), 98059 (55), 98108 (45), 98118 (42), 98058 (36), and 98027 and 98034 (31 each).

Students of color come to BCC from high schools throughout the region. As seen from Table IV-9 (p. 30), the three high schools from which BCC drew the largest number of students of color in Fall 1995 were Sammamish, Hazen, and Franklin. The greatest percentages per high school were from Franklin (63%), Renton (32%), and Lindbergh (30%).

Table IV-8: Comparison of Origins of Students of Color
Fall Quarters, 1990-1995, All College Enrollments

Zip Code	Year			Change in Student Count		
	1990	1993	1995	90-95	90-93	93-95
98004	83	143	95	+12	+60	-48
98005	99	137	106	+7	+38	-31
98006	163	246	182	+19	+83	-64
98007	234	341	260	+26	+107	-81
98008	144	217	165	+21	+73	-52
98009			8	+8	0	+8
98011	13	28	27	+14	+15	-1
98012		7	10	+10	+7	+3
98014	3	12	11	+8	+9	-1
98019	2	3	3	+1	+1	0
98021			4	+4	0	+4
98024	1	3	6	+5	+2	+3
98027	57	94	88	+31	+37	-6
98029			14	+14	0	+14
98031	9	17	23	+14	+8	+6
98033	48	77	54	+6	+29	-23
98034	70	121	101	+31	+51	-20
98038	1	4	3	+2	+3	-1
98040	67	88	85	+18	+21	-3
98042		5	2	+2	+5	-3
98045	7	13	13	+6	+6	0
98052	116	181	172	+56	+65	-9
98053	35	49	40	+5	+14	-9
98055	28	42	53	+25	+14	+11
98056	82	102	106	+24	+20	+4
98058	26	65	62	+36	+39	-3
98059	5	43	60	+55	+38	+17
98065	2	3	8	+6	+1	+5
98072	17	27	31	+14	+10	+4
98102			3	+3	0	+3
98103		10	4	+4	+10	-6
98104			6	+6	0	+6
98105	20	22	8	-12	+2	-14
98108			45	+45	0	+45
98109			5	+5	0	+5
98112	9		7	-2	-9	+7
98115	5	12	9	+4	+7	-3
98116		6	10	+10	+6	+4
98118	26	51	68	+42	+25	+17
98119			2	+2	0	+2
98122	10			-10	-10	0
98133			7	+7	0	+7
98144		35	51	+51	+35	+16
98155			7	+7	0	+7
98178	7	21	53	+46	+14	+32
98208			2	+2	0	+2
98272			0	0	0	0
98290	1	2	1	0	+1	-1

Source: SM4105, unduplicated headcount, all college enrollments

Table IV-9: Origin of Students By High School Attended and Racial/Ethnic Characteristics
Fall 1995, All College Enrollments

High School	Asian	African American	Native American	Hispanic	Students of Color	White	Total Students	% Students of Color	% of Total	Average Age
Redmond	22	5	3	8	38	336	377	10%	7%	21.6
Sammamish	53	11	3	11	78	244	359	22%	7%	23.6
Lake Washington	21	7	6	5	39	299	339	12%	6%	22.0
Issaquah	20	3	3	5	31	293	329	9%	6%	22.1
Newport	27	5	2	4	38	231	273	14%	5%	23.2
Interlake	27	9	2	3	41	212	259	16%	5%	23.5
Juanita	27	3	4	5	39	216	258	15%	5%	21.8
Bellevue	34	0	0	6	40	183	231	17%	4%	24.3
Hazen	39	10	4	2	55	171	229	24%	4%	22.1
Mercer Island	16	5	0	3	24	147	176	14%	3%	24.3
Mt. Si	4	2	1	1	8	154	165	5%	3%	21.4
Liberty	9	0	4	2	15	148	165	9%	3%	20.5
Woodinville	5	0	0	4	9	147	156	6%	3%	20.8
Inglemoor	12	2	1	2	17	104	122	14%	2%	22.2
Kentridge	27	3	1	1	32	72	104	31%	2%	22.1
Renton	19	13	0	1	33	67	102	32%	2%	24.3
Cedar Crest	4	2	0	0	6	92	99	6%	2%	21.0
Lindbergh	21	4	1	3	29	65	97	30%	2%	22.0
Franklin	26	19	1	1	47	26	75	63%	1%	27.4
Bothell	1	1	0	3	5	70	75	7%	1%	25.6
B'vue Off Campus	5	1	2	0	8	66	74	11%	1%	22.0
Eastlake	6	1	0	0	7	66	73	10%	1%	17.7
Eastside Catholic	6	0	0	1	7	60	67	10%	1%	21.0
JFK	2	3	0	1	6	37	50	12%	1%	24.9

Note: Many students do not list a high school, particularly if they are not recent high school graduates. Of the students covered by this table, 8,000 did not list a high school; about 700 of them are students of color.

Source: SM4105, unduplicated headcount.

Comparisons between the years (Table IV-10) reveal large proportional increases among many of the high schools from which we draw students. This is a reflection of increasing numbers of people of color living in these areas, but could also be due to efforts of the college in encouraging and supporting students of color. A good example of this would be Franklin High School in Seattle: BCC had no recorded enrollments from Franklin until 1995, but in that year 47 students of color came to BCC from that one high school alone.

Table IV-10: Comparisons of the Origins of Students of Color By High School Attended Fall Quarters, 1990-1995, All College Enrollments

High School	Year			Change in Student Count		
	1990	1993	1995	90-95	90-93	93-95
Redmond	21	31	38	+10	+17	+7
Sammamish	54	92	78	+38	+24	-14
Lake Washington	18	44	39	+26	+21	-5
Issaquah	11	18	31	+7	+20	+13
Newport	29	34	38	+5	+9	+4
Interlake	18	47	41	+29	+23	-6
Juanita	26	34	39	+8	+13	+5
Bellevue	17	33	40	+16	+23	+7
Hazen	22	38	55	+16	+33	+17
Mercer Island	6	22	24	+16	+18	+2
Mt. Si	1	8	8	+7	+7	0
Liberty	1	7	15	+6	+14	+8
Woodinville	5	7	9	+2	+4	+2
Inglemoor	5	12	17	+7	+12	+5
Kentridge	8	17	32	+9	+24	+15
Lindbergh	10	20	29	+10	+19	+9
Renton	14	24	33	+10	+19	+9
Bothell	1	3	5	+2	+4	+2
Cedar Crest		5	6	+5	+6	+1
Eastside Catholic	1	5	7	+4	+6	+2
Bellevue Off Campus	3		8	-3	+5	+8
Eastlake			7	0	+7	+7
Franklin			47	0	+47	+47
JFK			6	0	+6	+6
TOTALS	271	501	652	+230	+381	+151

Note: There are many students who do not list a high school, particularly those who are not recent graduates.

Source: SM4105, unduplicated headcount

A look at the students' origins by country (Table IV-11) reveals that of the Asian students, over half (52.5%) are either Japanese or Chinese. Of the Hispanic students, nearly 60 percent are of Mexican origin.

Table IV-11: Detailed Race and Ethnic Origins of BCC Students Fall 1995, All College Enrollments

Ethnic Origin	Number	Percent
Asian	1890	100%
Chinese	469	25%
Filipino	185	10%
Korean	167	9%
Vietnamese	110	6%
Japanese	523	28%
Asian Indian	94	5%
Cambodian	15	1%
Laotian	18	1%
Mong	4	0%
Taiwanese	22	1%
Other Asian	283	15%
Native American	92	100%
American Indian	89	97%
Eskimo	3	3%
Aleut	0	0%
Hispanic	256	100%
Mexican	148	58%
Puerto Rican	22	9%
Filipino	0	0%
Cuban	10	4%
Hispanic/Latino	32	13%
Spanish-American	6	2%
Other Hispanic	38	15%

Source: SR1161, all students

V. STUDENT MOBILITY AND ORIGIN

This section of the *Student Profile* combines two topics: first, student mobility, which has to do with where students are moving to and from in terms of institutions of higher education in Washington state; second, student origin, which has to do with where our students are coming from, especially zip codes of students' current residence and high schools from which new BCC students recently graduated. It is useful to know where our students are going, where they are coming from, and how we relate to other institutions of higher education in King County with regard to this movement. This information can be used for future enrollment planning as well as for student follow-up.

Student Mobility

In any given academic quarter, students fall into one of four categories: students new to BCC and higher education, transfers from other colleges and universities, students returning to BCC after some time away, and students continuing from the previous quarter. The trend state-wide is toward fewer new students, more continuing students, and more returning students, a situation descriptive of BCC's enrollments since 1990 (Figure V-1). Table V-1 (p. 34) shows that in Fall 1995, BCC enrolled nearly 1,000 fewer new students than in Fall 1990. There has been a 40 percent increase in returning students (over 300 people) and a 56 percent increase in the number of continuing students (over 2,000 students).

Figure V-1: New, Returning, and Continuing Students
Fall Quarters, 1990-95

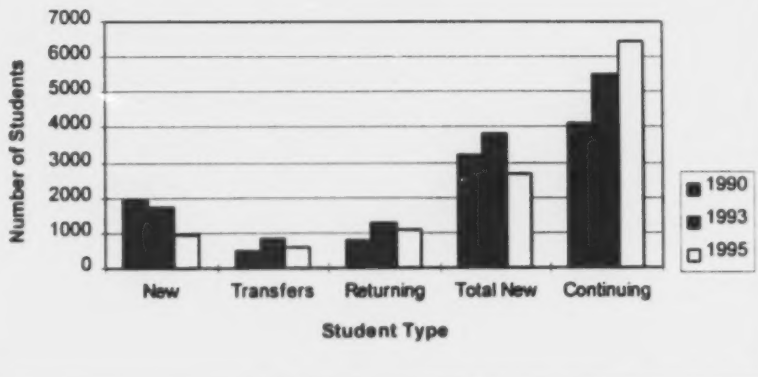


Table V-1: New, Returning, and Continuing Students
BCC and Peer Institutions
Fall Quarters 1990-95, State-Supported Enrollments Only

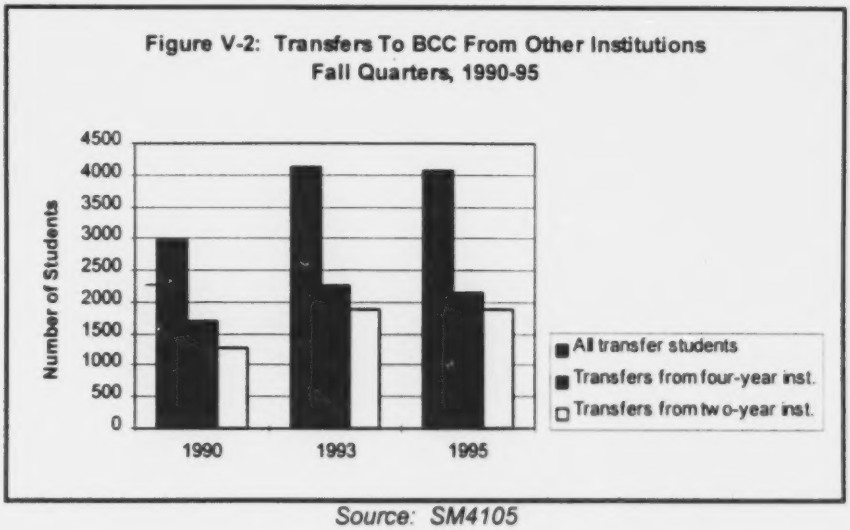
College	New Students	Transfers	Returning Students	Total New	% New Students	Continuing Students
			1990			
Shoreline	1399	925	698	3022	48%	3235
Bellevue	**1923**	**490**	**798**	**3211**	**44%**	**4130**
Highline	1809	716	1104	3629	50%	3693
Green River	1,648	304	702	2,654	48%	2872
Total Peers	6,779	2435	3,302	12,516		13930
BCC % of Total	*28.4%*	*20.1%*	*24.2%*	*25.7%*		*29.6%*
			1993			
Shoreline	1447	1048	722	3217	45%	3932
Bellevue	**1726**	**846**	**1273**	**3845**	**41%**	**5495**
Highline	1423	663	1089	3175	42%	4348
Green River	1,820	464	828	3,112	46%	3608
Total Peers	6,416	3021	3,912	13,349		17383
BCC % of Total	*26.9%*	*28.0%*	*32.5%*	*28.8%*		*31.6%*
			1995			
Shoreline	1204	956	706	2866	44%	3607
Bellevue	**964**	**608**	**1115**	**2687**	**29%**	**6442**
Highline	1838	98	861	2797	40%	4269
Green River	1440	627	804	2871	43%	3814
Total Peers	5446	2289	3486	11221		18132
BCC % of Total	*17.7%*	*26.6%*	*32.0%*	*23.9%*		*35.5%*

Source: SR3110, 3111

Since 1990, BCC has captured a significantly smaller proportion of new students compared to our peer institutions, while the other community colleges have remained close to their 1990 levels. Conversely, we have had an increasing share of the transfer, returning, and continuing students. Green River has also increased its numbers of new transfer students; however, Highline had almost **no** new transfer students in Fall 1995. Green River is similar to BCC with regard to continuing students as well, showing steady increases over time.

The number of students coming to BCC who have previously attended another college has been going up over the past five years with over 1,000 more enrolled in Fall 1995 than in Fall 1990 (Figure V-2, p. 35; Table V-2, p. 36). This large increase occurred between 1990 and 1993 and has been maintained since then. Of these students, over one-half come from four-year colleges and universities. They are divided about evenly between in-

state and out-of-state four-year institutions; however, of the transfers from two-year institutions, 80 percent are from in-state community colleges. Almost 10 percent of the *total transfers* are from the University of Washington, 17 percent of the *four-year transfers* are from the UW, and over one-third of the *in-state four-year transfers* are from the UW.



Source: SM4105

In terms of transfers from our peer community colleges in King County, the greatest number come from Shoreline with 178 transfer students, followed by Highline with 145, and Green River with 117. Twenty-nine percent of the in-state two-year transfers come from our peer institutions.

Almost all institutions show increases in transfers to BCC, with the exception of Western Washington University which has declined from 147 transfers in 1990 to 98 in 1995. Both Pacific Lutheran University (PLU) and The Evergreen State College (TESC) show marked increases in the number of transfers; PLU going from four to 23 and TESC going from seven to 17 between 1990 and 1995. In all, over 100 students with previous college attendance were enrolled from each of ten schools in Fall 1995, with an additional 50 students each from six other schools.

There is a wide variety in the transfer population in terms of gender, ranging from no women (Gonzaga) to 83 percent female (University of Puget Sound) (Table V-3, p. 37). Since our student population is predominantly female, it is perhaps not surprising that the majority of transfers from other institutions are female in all but ten instances. Women students transfer from the two- and the four-year institutions in equal proportions (62% in each category).

Table V-2: Students Transferring to BCC Fall Quarters, 1990-95			
	1990	1993	1995
Total transfers	2980	4140	4061
Total transfers from four-year	1699	2262	2164
Total transfers from two-year	1281	1878	1897
From out-of-state four-year	818	1192	1113
From out-of-state two-year	285	421	383
University of Washington	273	338	380
Shoreline CC	117	160	178
Lake Washington TC	0	132	170
Washington State University	140	164	151
Highline CC	108	161	145
Seattle Central CC	114	150	134
North Seattle CC	107	135	132
Edmonds CC	85	106	120
Green River CC	93	108	117
Central Washington University	82	101	100
Western Washington University	147	143	98
Renton TC	0	74	91
South Seattle CC	52	67	72
Seattle University	39	62	63
Seattle Pacific University	40	57	53
Everett CC	35	65	52
City University	20	31	35
Griffin College	41	37	29
Olympic CC	24	26	28
Eastern Washington University	26	32	27
Spokane Falls CC	26	33	25
Northwest College	25	15	24
Pacific Lutheran University	4	21	23
Pierce CC	15	37	22
Whatcom CC	11	17	22
Wenatchee CC	25	18	21
Columbia Basin CC	23	25	21
Skagit CC	19	15	18
University of Puget Sound	10	19	18
Yakima CC	21	17	17
The Evergreen State College	7	10	17
Spokane CC	23	18	16
Big Bend CC	6	8	16
Peninsula CC	11	12	15
Tacoma CC	22	22	15
Grays Harbor CC	8	4	10
Centralia CC	14	15	10
Walla Walla CC	11	7	10
Cornish Institute of the Arts	7	11	9
Clark CC	9	12	8
[Other colleges & universities]	0	7	8
Bates TC	0	2	7
Lower Columbia CC	6	4	6
S. Puget Sound CC	11	5	6
Bellingham TC	0	0	5
Clover Park TC	0	2	5
Whitworth College	8	10	5
Gonzaga University	5	8	4
Whitman College	4	0	4
Walla Walla College	3	4	3

Source: SM4105. Sorted in descending order by Fall 1995 transfer counts

Table V-3: Transfer Students from Washington State Institutions By Gender Fall Quarters, 1990-95

	1990		1993		1995		
	Male	Female	Male	Female	Male	Female	% Female
Total transfers	1034	1946	1577	2563	1548	2513	62%
Total transfers from four-year	567	1132	868	1394	823	1341	62%
Total transfers from two-year	467	814	709	1169	725	1172	62%
Peninsula CC	2	9	0	12	6	9	60%
Grays Harbor CC	3	5	1	3	4	6	60%
Olympic CC	9	15	17	9	14	14	50%
Skagit CC	8	11	6	9	5	13	72%
Everett CC	12	23	36	29	24	28	54%
Seattle Central CC	35	79	52	98	52	82	61%
North Seattle CC	35	72	51	84	48	84	64%
South Seattle CC	27	25	26	41	34	38	53%
Shoreline CC	42	75	56	104	65	113	63%
Highline CC	37	71	57	104	51	94	65%
Green River CC	36	57	41	67	49	68	58%
Pierce CC	8	7	18	19	10	12	55%
Centralia CC	3	11	4	11	3	7	70%
Lower Columbia CC	2	4	2	2	2	4	67%
Clark CC	4	5	8	4	6	2	25%
Wenatchee CC	12	13	12	6	12	9	43%
Yakima CC	10	11	7	10	8	9	53%
Spokane CC	7	16	4	14	9	7	44%
Spokane Falls CC	12	14	10	23	7	18	72%
Big Bend CC	4	2	6	2	9	7	44%
Columbia Basin CC	12	11	11	14	8	13	62%
Walla Walla CC	6	5	4	3	5	5	50%
Whatcom CC	5	6	8	9	7	15	68%
Tacoma CC	8	14	11	11	9	6	40%
Edmonds CC	30	55	31	75	37	83	69%
South Puget Sound CC	3	8	2	3	3	3	50%
Bellingham TC	0	0	0	0	3	2	40%
Lake Washington TC	0	0	53	79	69	101	59%
Renton TC	0	0	19	55	27	64	70%
Bates TC	0	0	2	0	2	5	71%
Clover Park TC	0	0	1	1	4	1	20%
Washington State University	64	76	66	98	67	84	56%
University of Washington	73	200	118	220	133	247	65%
Central Washington Univ.	33	49	54	47	36	64	64%
Eastern Washington Univ.	13	13	9	23	11	16	59%
Western Washington Univ.	54	93	49	94	36	62	63%
The Evergreen State College	1	6	4	6	8	9	53%
Gonzaga University	0	5	3	5	4	0	0%
Pacific Lutheran University	4	0	7	14	10	13	57%
Seattle University	18	21	29	33	23	40	63%
Seattle Pacific University	11	29	19	38	15	38	72%
University of Puget Sound	1	9	6	13	3	15	83%
Walla Walla College	1	2	2	2	2	1	33%
Whitman College	2	2	0	0	2	2	50%
Whitworth College	3	5	3	7	2	3	60%
Northwest College	13	12	11	4	11	13	54%
Cornish Institute of the Arts	4	3	2	9	2	7	78%
City University	3	17	8	23	8	27	77%
Griffin College	9	32	9	28	8	21	72%
Other	0	0	5	2	6	2	25%

Note: This does not include students who transferred from out-of-state colleges and universities.

Source: SM4105

There is considerable racial and ethnic diversity among the transfer student population. In Fall 1995, there were 55 Asians from the University of Washington and 62 Asians, 34 African Americans, and 24 Hispanics coming from out-of-state four-year institutions. Among all transfer students, one-third of the African Americans, 25 percent of the Asians, and 39 percent of the Hispanics came from outside Washington state. The students who transferred to BCC overwhelmingly declared academic intent (73.4% of the total).

The Fall 1994 Student Mobility Study compiled by the University of Washington for the InterCollege Relations Commission (ICRC) has recently been released. (The report for Fall 1995 is not yet available.) This annual report provides comprehensive data about transfers to and from colleges and universities in Washington state. We also have individual reports from the University of Washington, Central Washington University and Western Washington University about BCC transfer students and their activity there for Fall 1995.

The Student Mobility Study presents findings which are not unexpected. As shown in Table V-4 (p. 39), almost one-third of the transfers to BCC in Fall 1994 came from public four-year institutions, over half of these (52%) from the University of Washington. An additional 10 percent of the transfers came from private four-year institutions, the greatest number of these (19) from Seattle University. By far the largest number and greatest proportion (306 students, 59%) came from other community colleges. One-third of these students came from our peer institutions: 37 from Shoreline (12% of transfers from community colleges); 32 from Highline (10%); and 31 from Green River (10%).

Students Transferring From BCC to Other Institutions

In Fall 1994, BCC sent 887 students to other institutions of higher education in Washington State (Table V-5, p. 40). Of these, 72 percent (636) went to four-year institutions: 519 to public and 117 to private four-year colleges and universities. Of those transferring to public institutions, half went to the University of Washington. Over three-fourths of these students transferred with junior or senior status. Overall, of the students transferring to the four-year public institutions, 70 percent entered with junior or senior status. The pattern is very different for BCC students transferring to private four-year institutions: just 40 percent enter with junior or senior status. There is, of course, a wide variety among individual institutions. Half of those transferring to private institutions went to

Table V-4: Transfers to BCC from Other Washington State Institutions Fall 1994

Institution	Transfer Students	% of all Transfers	% of Category
Public Four-Year	**159**	**31%**	
Central Washington University	17	3%	11%
Eastern Washington University	6	1%	4%
University of Washington	83	16%	52%
Washington State University	37	7%	23%
Western Washington University	14	3%	9%
The Evergreen State College	2	0%	1%
Private Four-Year	**54**	**10%**	
Gonzaga University	2	0%	4%
Griffin College	3	1%	6%
Northwest College	5	1%	9%
Pacific Lutheran University	2	0%	4%
Seattle Pacific University	9	2%	17%
Seattle University	19	4%	35%
University of Puget Sound	4	1%	7%
Walla Walla College	1	0%	2%
Other Private Colleges	9	2%	17%
Community & Technical Colleges	**306**	**59%**	
Big Bend	2	0%	1%
Centralia College	1	0%	0%
Clark College	4	1%	1%
Clover Park TC	4	1%	1%
Columbia Basin	4	1%	1%
Edmonds	19	4%	6%
Everett	13	3%	4%
Grays Harbor	1	0%	0%
Green River	31	6%	10%
Highline	32	6%	10%
Lake Washington TC	23	4%	8%
Lower Columbia	2	0%	1%
North Seattle	25	5%	8%
Olympic	7	1%	2%
Peninsula	5	1%	2%
Pierce	5	1%	2%
Renton TC	15	3%	5%
Seattle Central	19	4%	6%
Seattle Vocational Institute	1	0%	0%
Shoreline	37	7%	12%
Skagit Valley	7	1%	2%
South Puget Sound	4	1%	1%
South Seattle	9	2%	3%
Spokane	2	0%	1%
Spokane Falls	6	1%	2%
Tacoma	5	1%	2%
Walla Walla	3	1%	1%
Wenatchee Valley	5	1%	2%
Whatcom	5	1%	2%
Yakima Valley	10	2%	3%
TOTAL	519	100%	

Source: Student Mobility Study for Fall 1994 (Univ. of Washington, February 1996)

Table V-5: Transfers from BCC to Other Washington State Institutions
Fall 1994

Institution	Transfer Status			Total	% Trans. as Jr / Sr	% of all Transfers	% of Category
	Fr / So	Jr / Sr	Other				
Public Four-Year	145	361	13	519	70%	59%	
Central Washington Univ.	31	33	4	68	49%	8%	13%
Eastern Washington Univ.	5	10	2	17	59%	2%	3%
University of Washington	60	201	1	262	77%	30%	50%
UW-Bothell	1	22	1	24	92%	3%	5%
UW-Tacoma	0	2	0	2	100%	0%	0%
Washington State Univ.	40	38	2	80	48%	9%	15%
Western Washington Univ.	5	49	1	55	89%	6%	11%
The Evergreen State College	3	6	2	11	55%	1%	2%
Private Four-Year	69	47	1	117	40%	13%	
Bastyr University	0	0	1	1	0%	0%	1%
City University	10	2	0	12	17%	0%	10%
Cornish Inst. of the Arts	3	0	0	3	0%	0%	3%
Gonzaga University	2	0	0	2	0%	0%	2%
Lutheran Bible Institute	1	1	0	2	50%	1%	4%
Northwest College	3	2	0	5	40%	0%	3%
Pacific Lutheran University	2	1	0	3	33%	3%	3%
Seattle Pacific University	28	0	0	28	0%	3%	24%
Seattle University	18	40	0	58	69%	7%	50%
Walla Walla College	1	0	0	1	0%	0%	1%
Whitworth College	1	1	0	2	50%	0%	2%
Comm. & Tech. Colleges	251			251		28%	
Bates TC	3			3		0%	1%
Bellingham TC	1			1		0%	0%
Big Bend	2			2		0%	1%
Centralia	1			1		0%	0%
Clark	3			3		0%	1%
Clover Park TC	1			1		0%	0%
Columbia Basin	3			3		0%	1%
Edmonds	19			19		2%	8%
Everett	14			14		2%	6%
Grays Harbor	1			1		0%	0%
Green River	16			16		2%	6%
Highline	10			10		1%	4%
Lake Washington TC	3			3		0%	1%
North Seattle	30			30		3%	12%
Olympic	5			5		1%	2%
Peninsula	1			1		0%	0%
Pierce	4			4		0%	2%
Renton TC	8			8		1%	3%
Seattle Central	21			21		2%	8%
Shoreline	42			42		5%	17%
Skagit Valley	3			3		0%	1%
South Puget Sound	5			5		1%	2%
South Seattle	17			17		2%	7%
Spokane	2			2		0%	1%
Spokane Falls	4			4		0%	2%
Tacoma	5			5		1%	2%
Walla Walla	1			1		0%	0%
Wenatchee Valley	3			3		0%	1%
Whatcom	18			18		2%	7%
Yakima Valley	5			5		1%	2%
TOTAL	465	408	14	887	46%	100%	

Source: Student Mobility Study for Fall 1994 (Univ. of Washington, February 1996)

Seattle University and 69 percent of those entered with junior or senior status. On the other hand, 24 percent transferred to Seattle Pacific University and *none* of them entered with junior or senior status. We might speculate that these are younger students who had very few credits at transfer, but the actual situation is unknown.

Of the students leaving BCC for another community college, nearly one-third go either to Shoreline (42 students, 17%), or North Seattle (30 students, 12%).

In comparison with our peer institutions (Table V-6), BCC has had a decreasing *proportion* of the four-year transfers since 1992-93; however, the numbers have been increasing and we have more students transferring than do the other three institutions. We have the smallest numeric increase over this time period, which may be a reflection of our already high numbers and the other schools "catching up." Overall, Highline has the highest proportion transferring at the junior or senior level (76%) and Green River has the lowest (64%).

Table V-6: BCC and Peer Community Colleges
Transfers to Public Four-Year Colleges and Universities
1992-93, 1993-94, 1994-95

	Transfer Student Count			Transfer Status, 1994-95			
College	1992-93	1993-94	1994-95	Fresh.	Soph.	Junior or Higher	% Trans. as Jr / Sr
Shoreline	608	646	709	65	139	505	71%
Bellevue	*775*	*836*	*859*	*73*	*169*	*617*	*72%*
Highline	462	582	574	43	92	439	76%
Green River	387	521	496	55	123	318	64%
TOTAL	2,232	2,585	2,638	236	523	1879	71%

Source: SBCTC 1994-95 Academic Year Report

BCC Student Performance After Transfer

We do not have data from all four-year institutions on how well BCC students succeed after transferring. What follows is the most recent information we have on BCC students who have transferred to the University of Washington, Central Washington University, and Western Washington University.

In Fall 1995, there were 243 students newly transferred from BCC to the University of Washington, making up 10.8 percent of *all* the transfer students at the UW, 13.5 percent of *all the new Washington community college transfers*, and 15.2 percent of *all Washington community college transfers*. The BCC transfer students did well academically once enrolled at the UW. The former BCC students new to the UW entered with a 3.23 grade-point average (GPA) and recorded a 3.18 GPA for Fall 1995. All former BCC students at the UW had an entering average GPA of 3.22 and an earned GPA of 3.14. This can be compared to all *new* Washington community college transfers, who had an entering average GPA of 3.24 and an earned GPA of 3.02 and all Washington community college transfers in total who entered with an average GPA of 3.23 and now have an average earned GPA of 3.06.

In Fall 1995, 244 BCC transfer students were taking classes at Central Washington University. Of these, 77 (32%) were new CWU students. There is a tremendous range in the number of credits the students brought with them to CWU. Seven students transferred with 135 credits, but some arrived with just eight. Over 100 people transferred with the Associate of Arts degree. In the majority of cases, the students earned a slightly lower GPA at CWU than they had earned at BCC, but 42 percent of the students raised their GPAs at CWU. Overall, the average incoming GPA from BCC was 2.84, the average GPA for these students for Fall 1995 was 2.83, and the cumulative average GPA was 2.77. It is unfortunately quite difficult to use these average numbers in any kind of aggregate sense as the individual grades vary widely. Students who do poorly upon transfer tend to do **really** poorly, which drags the averages down to levels that may not reflect overall effort.

There were 370 former BCC students taking classes at Western Washington University in Fall 1995, 100 of them new. This group represents about 10 percent of the total new community college transfers at WWU and about 8 percent of all new transfers. In all, Washington community college transfers make up about one-third of the student body at WWU—3,495 out of 10,711 total students. While native WWU students arrive at the institution with higher GPAs than BCC students, their grades drop off much more. New WWU freshmen entered with an average GPA of 3.52 and earned an average of 2.69 for Fall quarter. All native undergraduates entered with an average GPA of 3.47 and earned 2.94. BCC new student transfers, on the other hand, entered with an average GPA of 3.20 and earned an average GPA of 3.01 in the Fall term. Some caution needs to be exercised with these numbers as we do not know if we are comparing juniors with freshman, sophomores with juniors, etc. For all transfers from BCC, the

average entering GPA was 3.15 compared to an earned GPA of 3.02 during Fall. BCC transfer students did better than the WWU new-transfer population as a whole: this larger group entered with an average GPA of 3.13 and earned an average of 2.88 during Fall. Transfer students from all Washington community colleges entered with an average GPA of 3.07 and earned an average of 2.95 for Fall. Overall, the transfers from BCC enrolled at WWU entered with an average GPA of 3.15 and now have an average cumulative GPA of 3.06.

Student Origin: Zip Code of Residence

Table V-7 (p. 44) gives information about BCC students' residential location during the past five years.* Over 6,000 students (39%) come from just five zip code areas. Almost 10,000 students (64%) come from just ten zip code areas, and over 12,000 (78%) from 14 zip code areas in the region. About 23 percent of our students come from outside our defined service area.

In terms of gains and losses by geographic area over time, the college lost a surprisingly large number of students (219) from zip code 98027 (Issaquah). We gained relatively large numbers from 98029 (Pine Lake, 211 students); 98059 (Renton, 136 students); and 98033 (Kirkland, 113 students).

Figures V-3 and V-4 (pp. 45-46) give a graphic representation of how near or far away from campus BCC students live. Obviously, most students come from within a ten-mile radius, but a large proportion live within five miles of campus—a very compact area.

The majority of BCC's students of color live within the service area, though the proportion is not much more than half for African Americans (Table V-8, p. 47). The racial/ethnic group most likely to live within the service area is Native American, with 80 percent coming from these zip codes.

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* A zipcode map of those areas surrounding the College and containing our service area is included in Appendix 1, along with a listing of the zipcodes and communities which Institutional Research uses to define the BCC service area.

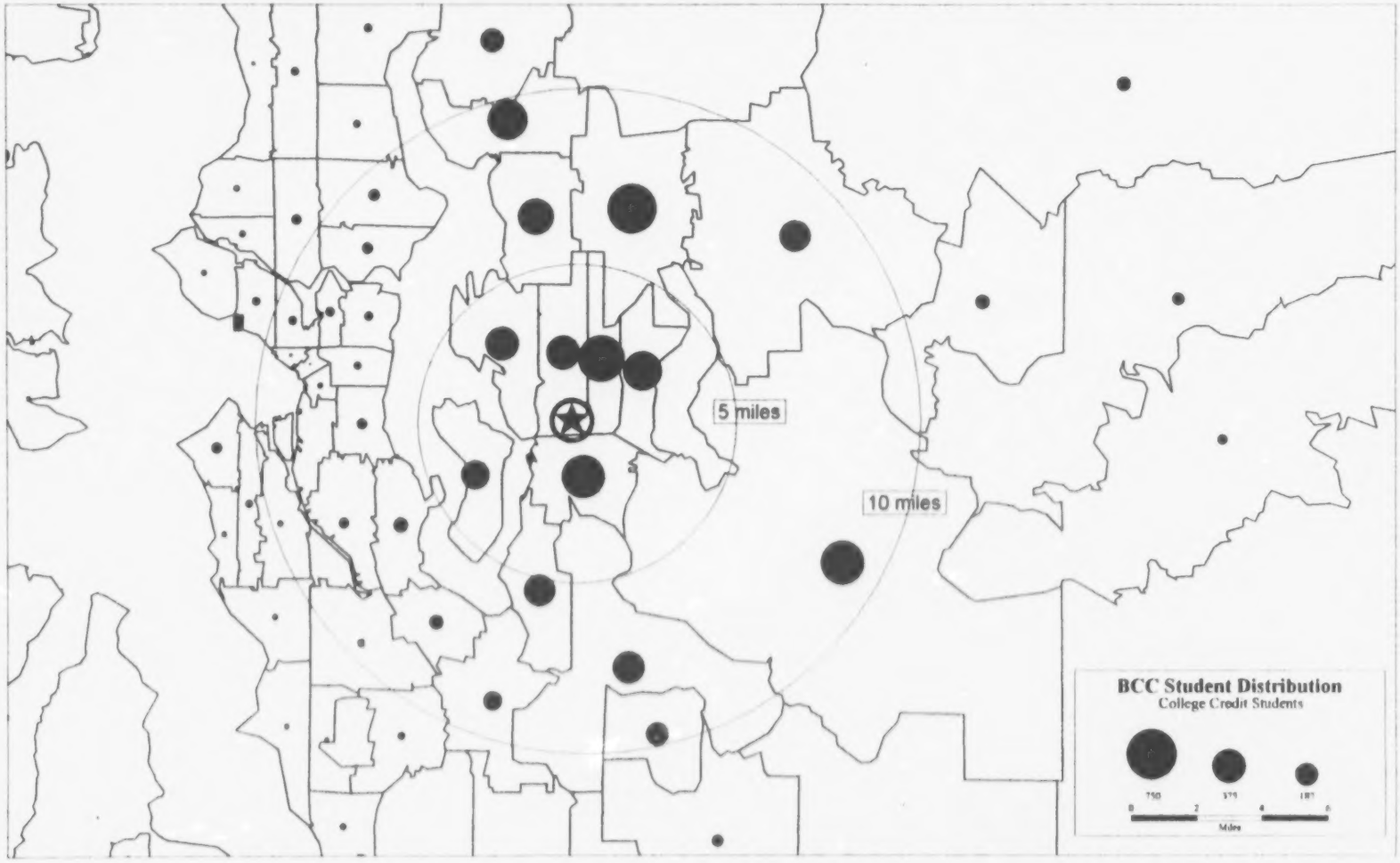
Table V-7: BCC Student Residence Locations
Fall Quarters, 1990-1995, All College Enrollments

Zip code	1990	1993	1995	Change, 1993-95
98052	1181	1302	1379	+77
98006	1208	1299	1289	-10
98007	1101	1220	1243	+23
98027	1336	1456	1237	-219
98008	959	1005	938	-67
98004	731	829	861	+32
98033	653	667	780	+113
98034	787	797	773	-24
98005	669	693	740	+47
98040	689	640	678	+38
98053	568	631	658	+27
98056	728	555	547	-8
98059	104	369	505	+136
98072	370	362	452	+90
98011	234	253	303	+50
98045	234	236	272	+36
98058	193	257	229	-28
98029	—	—	211	+211
98055	155	154	180	+26
98014	111	139	152	+13
98019	87	102	133	+31
98024	101	87	124	+37
98118	52	90	112	+22
98031	73	109	109	0
98178	68	68	104	+36
98103	—	82	97	+15
98115	58	93	92	-1
98012	—	83	86	+3
98065	90	82	80	-2
98105	78	84	79	-5
98144	—	64	78	+14
98009	—	—	76	+76
98038	60	62	75	+13
98116		59	72	+13
98290	64	70	71	+1
98102	—	—	67	+67
98112	61	0	62	+62
98108	—	—	59	+59
98155	—	—	59	+59
98109	—	—	57	+57
98042	—	57	56	-1
98133	—	—	56	+56
98119	—	—	54	+54
98104	—	—	51	+51
98021	—	—	50	+50
98208	—	—	50	+50
98272	—	—	50	+50
98122	51	0	0	0
Total	12854	14056	15486	+1430

Zip codes sorted in order of largest to smallest number of students, Fall 1995.

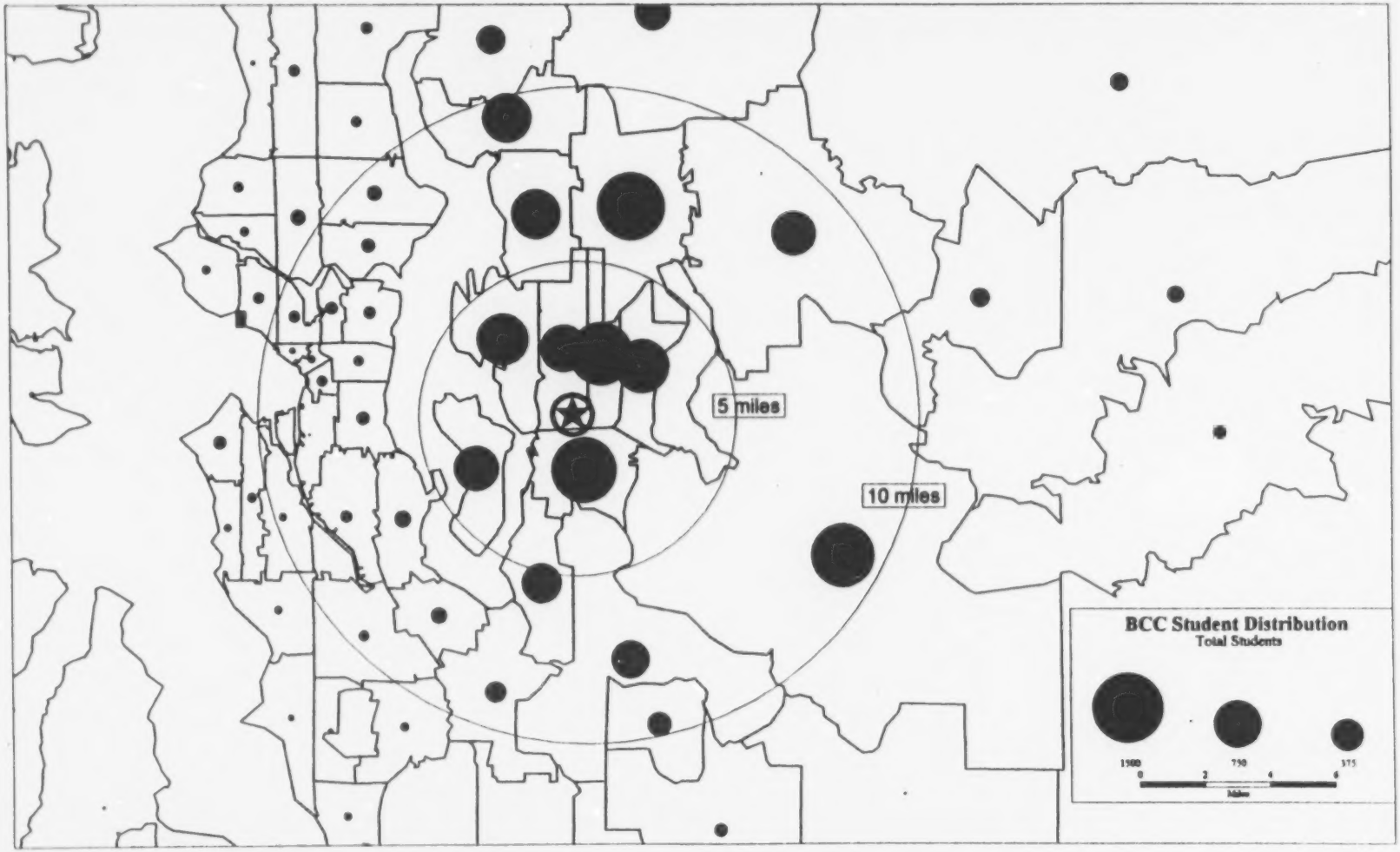
Source: SM4105, unduplicated headcount, includes all students.

Figure V-3: Bellevue Community College, Student Origins
College Credit Enrollments Only, Fall, 1995



Student distribution based on ZIP code centroids.

Figure V-4: Bellevue Community College, Student Origins
All College Enrollments, Fall, 1995



Student distribution based on ZIP code centroids.

Table V-8: Students' Residence in BCC Service Area By Race & Ethnicity Fall 1995, All College Enrollments

	Asian	African American	Native American	Hispanic	All SOC	White	All Students
Student Count	1439	297	84	260	2080	11802	15486
Students from Service Area	1023	164	67	203	1457	9141	11918
Difference	416	133	17	57	623	2661	3568
% from BCC Service Area	71%	55%	80%	78%	70%	77%	77%

Note: Numbers may not match with other tables as residence location is not known for all students.

Source: SM4105, unduplicated headcount

Student Origin: High Schools

During the past five years there have been shifts in the pattern of high schools from which BCC students have come (Tables V-9, V-10, pp. 48-49). The increases in enrollment numbers have masked the changes somewhat, however. Among the college-credit-only population, students coming from Newport High School have declined both in proportion and in number, from 321 in 1990 to 236 in 1995. The student count from Juanita High School has also declined, from 273 to 234. High schools which have exhibited increases are: Hazen, Mt. Si, Liberty, Franklin, and Eastlake. BCC did not have **any** students from the latter two schools in either 1990 or 1993. (Eastlake was newly opened in the 1994-95 school year.) The pattern is similar for the all college population, with Newport decreasing and the others, with the addition of Kentridge and JFK high schools, increasing.

Overall, about one-third of our enrollments which have an identified high school come from just five high schools, with about one-half from an additional four high schools.

Average ages of students coming from various high schools show quite a variety (Table V-9). Students from Franklin High School in Seattle have an average age of 26, while students from Eastlake average not quite 18 years—not surprising, since Eastlake was opened so recently. Almost half of the schools show an average age of around 21 years.

Table V-9: High School Origins of BCC Students
Fall Quarters, 1990-95, College-Credit-Only Enrollments

High School	1990 Student Count	1990 % from HS	1993 Student Count	1993 % from HS	1995 Student Count	1995 % from HS	Average Age
Redmond	337	8%	378	8%	356	7%	21.4
Sammamish	352	8%	367	8%	325	7%	23.1
Lake Washington	308	7%	350	7%	321	7%	21.6
Issaquah	298	7%	308	6%	296	6%	21.1
Newport	321	7%	288	6%	236	5%	22.6
Juanita	273	6%	255	5%	234	5%	21.2
Interlake	260	6%	265	6%	228	5%	22.8
Bellevue	211	5%	217	5%	206	4%	23.1
Hazen	175	4%	195	4%	203	4%	21.7
Mercer Island	161	4%	172	4%	151	3%	23.0
Mt. Si	124	3%	130	3%	148	3%	20.6
Liberty	125	3%	125	3%	157	3%	20.5
Inglemoor	107	2%	124	3%	110	2%	21.8
Woodinville	151	3%	110	2%	140	3%	20.5
Kentridge	74	2%	87	2%	98	2%	21.8
Lindbergh	73	2%	100	2%	89	2%	21.7
Renton	102	2%	89	2%	93	2%	23.4
Bothell	71	2%	84	2%	63	1%	24.2
Cedar Crest	---	0%	75	2%	96	2%	20.9
Eastside Catholic	70	2%	69	1%	65	1%	20.9
Bellevue Off Campus	61	1%	---	0%	65	1%	21.1
Franklin	---	0%	---	0%	70	1%	25.8
Eastlake	---	0%	---	0%	69	1%	17.7
TOTALS	4437	100%	4807	100%	4762	100%	26.0

Source: SM4105, unduplicated headcount

Table V-10: High School Origins of BCC Students
Fall Quarters, 1990-95, All College Enrollments

High School	1995 Student Count	1995 % from HS	1993 Student Count	1993 % from HS	1990 Student Count	1990 % from HS
Redmond	377	7%	390	8%	341	7%
Sammamish	359	7%	387	8%	367	8%
Lake Washington	339	6%	360	7%	314	7%
Issaquah	329	6%	324	6%	309	7%
Newport	273	5%	304	6%	335	7%
Interlake	259	5%	278	6%	270	6%
Juanita	258	5%	257	5%	277	6%
Bellevue	231	4%	236	5%	214	5%
Hazen	229	4%	204	4%	181	4%
Mercer Island	176	3%	185	4%	164	4%
Mt. Si	165	3%	136	3%	126	3%
Liberty	165	3%	129	3%	127	3%
Inglemoor	122	2%	126	3%	108	2%
Woodinville	156	3%	110	2%	153	3%
Kentridge	104	2%	88	2%	76	2%
Renton	102	2%	92	2%	108	2%
Bothell	75	1%	91	2%	76	2%
Cedar Crest	99	2%	77	2%	-----	0%
Lindbergh	97	2%	101	2%	76	2%
Eastside Catholic	67	1%	71	1%	71	2%
Bellevue Off Campus	74	1%	-----	0%	63	1%
Franklin	75	1%	-----	0%	-----	0%
Eastlake	73	1%	-----	0%	-----	0%
JFK	50	1%	-----	0%	-----	0%
TOTALS	5225	100%	5002	100%	4591	100%

Source: SM4105

VI. STUDENT INTENT

When students apply to BCC, they are asked to declare their educational intent (i.e., "what do you intend to do at the College?"). Of the students enrolled for college credit in Fall 1995, 65 percent (5,904) said they were here in order to transfer to a four-year institution (Table VI-1). An additional 20.6 percent (1,873) said they were here for occupational education, and 838 (9.2%) were intending to attain their high school diploma or GED while simultaneously enrolling in college credit level courses. There is a slight variation in the proportion of men and women who come to BCC with the intent to transfer: 69 percent of the men and 62 percent of the women declared this intent.

Table VI-1: BCC Student Intent
Fall Quarters, 1990-1995, College-Credit-Only Students

Intent	1990	1993	1995	Change 1990-1995
Transfer	4081	5926	5904	+1823
HS Diploma/GED	126	327	838	+712
Developmental	0	0	2	+2
Occupational Preparatory	1539	1575	1558	+19
Occupational Supplemental	496	475	315	-181
Total Occupational	2035	2050	1873	-162
Home/Family Life	3	0	1	-2
Non-Degree	1741	659	205	-1536
Community Service	0	0	0	0
Undecided	629	382	261	-368
Other	0	0	1	1
Total	8615	9345	9085	+470
% of students declaring transfer intent	47.4%	63.4%	65.0%	

Source: SM4105, unduplicated headcount, college-credit-only students

Understandably, there are differences in educational intent as declared by the college-credit-only and all college populations (compare Table VI-1 and Table VI-2 on p. 52). These differences are most clearly seen in the developmental, occupational supplemental, home/family life, and non-degree program categories.

Table VI-2: BCC Student Intent Fall Quarters, 1990-1995, All College Enrollments				
Intent	1990	1993	1995	Change 1990-1995
Transfer	4090	5941	6092	+2002
HS Diploma/GED	126	327	852	+726
Developmental	0	0	404	+404
Occupational Preparatory	1543	1589	1606	+63
Occupational Supplemental	497	717	635	+138
Total Occupational	2040	2306	2241	+201
Home/Family Life	1164	1195	1245	+81
Non-Degree	6309	5540	5562	-747
Community Service	0	0	4	+4
Undecided	632	388	294	-338
Other	0	0	306	+306
Total	14361	15698	17023	+2662
% of students declaring transfer intent	28.5%	37.8%	35.8%	
Source: SM4105, unduplicated headcount, all students				

The transfer function at BCC has increased noticeably since 1990 (Table VI-3). In Fall 1990, just 47.4 percent of the college credit students were enrolled with the intent to transfer, a proportion which grew 18 percent by 1995. In general, fewer women than men intend to transfer. However, the proportions are growing slightly faster among women: between 1990 and 1995 the percentage of transfer-bound female students grew 19 percent while the percentage of transfer-bound male students grew 16 percent.

Table VI-3: Gender and Academic Transfer Fall Quarters, 1990-1995, College-Credit-Only Students			
	1990	1993	1995
Male Students	3625	4079	3956
Number declaring Academic Transfer	1955	2743	2744
% declaring Academic Transfer	54%	67%	69%
Female Students	4990	5237	5077
Number declaring Academic Transfer	2126	3169	3158
% declaring Academic Transfer	43%	61%	62%
Source: SM4105, unduplicated headcount			

Student intent also varies with student characteristics such as race, time of attendance, and full- and part-time attendance status. Transfer intent differs among racial and ethnic groups, with 71 percent of the Asian and African American students, 67 percent of the Hispanic students, and 64 percent of the Native American and White students intending to transfer. The overall differences between 1990 and 1993 (the differences are slight between 1993 and 1995), are reflected unevenly across ethnic and racial groups. There is a 10 percent increase in transfer intent for Asian students, a 16 percent increase for African American students, a 19 percent increase for Native American students, a 15 percent increase for Hispanic students, and a 16 percent increase for White students, with a 16 percent increase overall.

In terms of attendance patterns, 65 percent of the day-only students, 64 percent of the evening-only students, and 66 percent of the day and evening students intend to transfer. Another way of looking at this is that 61 percent of the transfer students attend during the day; 23.5 percent attend only in the evening; and 15.6 percent attend both day and evening. Among occupational students, 50.8 percent attend only during the day; 28.4 percent attend only during the evening ; and 20.8 percent attend both day and evening. Seventeen percent of day-only students, 24.5 percent of evening students, and 27.9 percent of both day and evening students have declared an occupational intent.

The pattern of educational intent and time of attendance has changed somewhat during the past five years. In 1993, 45.8 percent of the occupational students attended only during the day, 37.5 percent attended only during the evening, and 16.7 percent attended both day and evening. In 1990, the level of day-only attendance (50.9%) was comparable to that of Fall 1995 but the levels of evening-only or day-and-evening attendance changed. In 1990, 34.2 percent of the occupational students attended only during the evening, a difference of almost 6 percent. Additionally, just 14.9 percent attended both day and evening, again a difference of almost 6 percent. So in 1995, fewer of our students are taking courses only in the evenings, while more are taking classes both day and evenings.

Among college-credit students attending full-time, 72 percent are transfer-bound and 18.2 percent have an occupational intent. The large difference stems from the higher percentage of transfer students. However, the proportions of transfer and vocational students attending full-time are much closer: 71.3 percent of the transfer students and 67.6 percent of the vocational students attend full-time.

The numbers from 1990 are quite different and may reflect a tightening of student intent categories. In Fall 1990, just 60 percent of the full-time students said they were transfer-bound, but almost 20 percent indicated either the non-degree intent or the undecided intent. Interestingly enough, while a larger proportion (74%) of the transfer students attended full-time in Fall 1990, a much smaller proportion of the occupational students (48%) did so.

Comparisons with peer community colleges (Table VI-4) reveal above-average FTE enrollment levels across all educational intent areas except Workforce Training. BCC has almost twice the number of Basic Skills FTEs as our next highest peer. We are far ahead in transfer FTEs and overall total as well.

Table VI-4: FTEs by Student Intent
State and Contract Supported Students
1994-95 Academic Year

	Workforce Training	Transfer	Basic Skills as Terminal Goal	Home & Family Life / Other / Not Specified	Total
Shoreline	1,979	2,898	22	440	5,339
Bellevue	*1,768*	*3,893*	*112*	*675*	*6,448*
Highline	1,838	2,578	53	799	5,268
Green River	2,886	2,211	63	344	5,504
Average	2,118	2,895	63	565	5640

"Workforce Training" includes all students who have declared educational intent related to finding employment or upgrading job skills.

Source: SBCTC 1994-95 Academic Year Report

VII. CREDIT AND ATTENDANCE CHARACTERISTICS

Credit Characteristics

Overall, 60 percent of BCC's total enrollments in Fall 1995 were students taking five credits or fewer. Ten percent of these are Continuing Education or other students who are taking courses which generate no credits—thus, 50 percent of all students are enrolled for 1 to 5 credits. Of the state-supported students, 37 percent were enrolled for five credits or fewer, 44 percent for nine credits or fewer and 91 percent for 15 credits or fewer. The contract enrollments (Running Start and International Students) are heavily weighted toward students taking fewer credits; among these students, 79 percent are taking five credits or fewer and 85 percent are taking nine credits or fewer.

In contrast, among college-credit-only students three percent were enrolled for three credits or fewer, 26 percent were enrolled for 4–5 credits, 21 percent were enrolled for 6–10 credits, 40 percent were enrolled for 11–15 credits, and 7 percent were enrolled for 16–18 credits. Of those enrolled for 6–10 credits, 16.5 percent were enrolled for 10 credits and were thus officially full-time students. Of those enrolled for 11–15 credits, 25.5 percent were enrolled for 15 credits. The credit registration pattern is quite similar for the benchmark years of 1990 and 1993.

In terms of gender, a slightly higher proportion of females were enrolled for four or five credits (28 percent, compared to 24 percent for males) and males had a correspondingly higher proportion enrolled for 11–15 credits (42 percent, compared to 38 percent for females).

Credit load does not seem to vary much according to students' racial and ethnic characteristics, although the African American population differs slightly. Considering those registered for 4–15 credits, the African American population has the lowest proportion enrolled for 4–5 credits of the five ethnic/racial groups. The remaining groups have their lowest proportion enrolled for 6–10 credits. Almost half of the African American students (48%) were enrolled for between 11 and 15 credits, while the proportions for the other groups range from a low of 38 percent (Hispanic and White students) to 42 percent for Native American students and 44 percent for Asian students. The Native American students have quite a low proportion enrolled for 6–10 credits (15%); the next closest is the Asian population with 20 percent of its enrollments in this category.

Age and credits carried vary inversely: the younger the student, the more credits carried; the older, the fewer. The average age of those carrying just one credit is 42.7; for those carrying three credits it is 35.3; for those carrying five credits it is 28.3; for those carrying 10 credits it is 25.1; for those carrying 15 credits it is 22.8; and for those carrying 18 credits it is 22.0.

In terms of the number of credits students began the quarter with in Fall 1995, 37 percent were new students (or at least those who had no earned credits), six percent had earned from one to five credits, ten percent had earned between six and 15 credits, 22 percent (1,996) had earned between 16 and 45 credits, 17 percent (1,570) had earned between 46 and 89 credits, and seven percent (645) had earned 90 or more credits.

Attendance Characteristics

As can be seen in Table VII-1, BCC college credit students are increasingly attending during the day. In 1990, 67 percent attended on-campus during the day and in 1995 almost 71 percent did so. Both all college and college credit evening on-campus attendance has been shrinking over the past five years.

Table VII-1: Time of Attendance of BCC Students
Fall Quarters, 1990-95

	1990		1993		1995	
	Student count	%	Student count	%	Student count	%
Day On-Campus						
All College	8402	58.5%	8503	54.2%	9103	53.5%
College Credit	5763	66.9%	6158	65.9%	6419	70.7%
Evening On-Campus						
All College	4344	30.2%	4725	30.1%	4219	24.8%
College Credit	2344	27.2%	2535	27.1%	2180	24.0%
Day Off-Campus						
All College	0	0	241	1.5%	1705	10.0%
College Credit	0	0	0	0	68	0.8%
Evening Off-Campus						
All College	0	0	109	0.7	715	4.2%
College Credit	0	0	0	0	0	0

Source: SM4105, unduplicated headcount

Time of attendance varies with other student characteristics as well. Not surprisingly, the students who attend in the evening are older. The average age of college-credit students attending during the day was 24.9, while for those attending during the evening it was 30.5. For all college students, the average ages were 28.3 and 35.1, respectively. The day off-campus students are the oldest, with an average age of 33.0 for college-credit students and 41.4 for all college students. The average age of these various groups has not changed appreciably over the past five years.

Compared to our peer community colleges, BCC is above average in terms of both daytime and evening FTEs (Table VII-2). We are most like Green River in our distribution of these enrollments for state and contract-funded students. When all funds are considered, however, we are more like Shoreline in the distribution of daytime and evening FTEs.

Table VII-2: Student Time of Attendance
Comparison with BCC Peer Institutions
1994-95 Academic Year

	State and Contract				All Funds		
	Daytime FTEs	% of Total	Evening FTEs	% of Total	Day, On Campus	% of Total	TOTAL
Shoreline	4,519	84.6%	821	15.4%	4,279	80.1%	5,340
Bellevue	*4,948*	*76.7%*	*1,502*	*23.3%*	*5,007*	*77.6%*	*6,449*
Highline	4,228	80.2%	1,041	19.8%	3,743	71.1%	5,268
Green River	4,244	77.1%	1,261	22.9%	3,986	72.4%	5,505
Average	4,485		1,156		4,254		5,641

Source: SBCTC 1994-95 Academic Year Report

Following a state-wide pattern, our full-time, college credit enrollments have been increasing since 1990 (Table VII-3), moving from 58.5 to 64.2 percent of the total.

Table VII-3: Change in Full-time Attendance
Fall Quarters, 1990-1995

	1990	1993	1995
Full-time, College Credit	58.5%	60.0%	64.2%
Full-time, All Enrollments	36.2%	37.0%	34.8%

Source: SM4105, undùplicated headcount

Comparison with our peer community colleges shows that BCC has relatively more part-time and relatively fewer full-time students (Table VII-4). BCC is the only one of the four peer institutions which has more than one-half of its enrollments in the part-time category.

Table VII-4: Students by Full-Time & Part-Time Status By College State and Contract Enrollments 1994-95 Academic Year

	Full-Time		Part-Time		
	Student count	% of Total	Student count	% of Total	Total
Shoreline	6,113	53.3%	5,366	46.7%	11,479
Bellevue	*7,460*	*47.3%*	*8,307*	*52.7%*	*15,767*
Highline	6,001	52.5%	5,427	47.5%	11,428
Green River	6,140	51.4%	5,809	48.6%	11,949

Source: SBCTC 1994-95 Academic Year Report

Financial Aid

Information on need-based financial aid gives a general picture of the economic status of our students. As can be seen in Table VII-5 (p. 59), 1,168 students (20 percent of the full-time, college-credit population) received some form of financial aid for Fall 1995. Of these aid recipients, 69 percent were White, 16 percent were Asian, 7 percent were African American, 3 percent were Hispanic, and 1 percent were Native American students. The type of aid received seems to vary with the racial and ethnic characteristics of the students. In comparison to all students receiving aid, Asian students appear to be overrepresented in terms of work study and underrepresented in terms of loans. African American students are overrepresented as work study recipients as well. On the other hand, Native American students appear to be underrepresented in the loans category, while White students are overrepresented in terms of loans and quite underrepresented in terms of work study.

Comparisons with other community colleges reveal some interesting patterns (Table VII-6, p. 60). It appears that our peer institutions have caught up with and even surpassed BCC during the past five years in terms of financial aid. The number of BCC students receiving financial aid peaked at 1,431 students in 1993-94, with a decline since then. It will be interesting to see if the annualized levels for 1995-96 continue this pattern.

Table VII-5: BCC Students Receiving Financial Aid By Racial/Ethnic Group
Fall 1995

	Asian	% of aid	African American	% of aid	Native American	% of aid	Hispanic	% of aid	White	% of aid	Other	% of aid	Totals
All Loan Recipients	41	7%	45	8%	2	0.4%	16	3%	442	78%	24	4%	570
All Grant Recipients	363	17%	151	7%	19	0.9%	76	4%	1411	66%	111	5%	2,125
All Work Study Recipients	37	40%	11	12%	1	1.1%	2	2%	38	41%	4	4%	93
Unduplicated Recipient Count	184		79		9		36		803		57		1,168
% of Financial Aid Recipients	16%		7%		1%		3%		69%		5%		

Source: FAID database

Table VII-6: Students Receiving Need-Based Financial Aid By College, 1991-95						
	1991-92	1992-93	1993-94	1994-95	Change 1991-94	% Change 1991-94
Shoreline	896	1,108	1,151	1,277	+381	+43%
Bellevue	*1,290*	*1,397*	*1,431*	*1,279*	*-11*	*-1%*
Highline	573	1,762	1,726	1,851	+1,278	+223%
Green River	1,052	3,003	2,053	1,415	+363	+35%
Averages	953	1818	1590	1456		
Source: SBCTC 1994-95 Academic Year Report						

Our peer institutions exhibit quite different patterns. Highline has seen the most dramatic changes since 1990, more than tripling the number of students receiving financial aid—a 233 percent increase. Shoreline has had steadily rising numbers; Green River has also had significant increases, with particularly high levels in 1992-93 and 1993-94.

We can only speculate about the meaning behind the numbers of financial aid recipients at the peer institutions. Have BCC students in general become less needy? Are the needier students attending other colleges? What has led to the dramatic increases at other community colleges in our region? Without more information, it is not possible to state why the changes have occurred.

VIII. PROGRAM ENROLLMENTS

Knowing what courses BCC students are taking is as important as demographic information in building an understanding of who we are and what we do. But some cautionary notes about the data are in order before turning to a discussion of program enrollments.

These cautionary comments relate to the data regarding the SM4105 report and "Enrolled Program" and "Administrative Unit" enrollments. The "enrolled program" numbers come from each student's initial indication of academic intent at the time of application. All applicants are asked to choose a program code describing their intent at BCC. However, students are not asked about their academic intent during registration for each quarter, so they are not prompted to change this program code as their education progresses. The "enrolled program" code is used in assigning advisors, but it is not an accurate indicator of which students are actually associated with which programs.

A further difficulty exists regarding enrollments classified by administrative unit (that is, by instructional department) on the SM4105 Unduplicated Headcount report. In this report, students are sorted first by identification number, then by course item number; they are then grouped according to the course with the lowest item number. Since Arts and Humanities item numbers start with one and Social Science item numbers start with five, a student taking English and Geography will always be listed under English. To understand actual enrollments, we need an **unduplicated** count within each administrative unit, regardless of students' enrollment in other units, along with comparative data on the number of sections offered in relation to the number of students enrolled. See Table VIII-1, pp. 62-63.

Various enrollment trends can be seen developing over the past five years: large increases for English, and an increase in their "share" of Arts and Humanities (from 45 to 51 percent); a large increase in Math enrollments (320 total); increases of more than 200 students in Administrative Office Systems and Computer Science; and increases of nearly 200 students for Psychology and Media Communication & Technology. Increases of over 100 students are shown for Continuing Nursing Education, American Sign Language, Chemistry, Information Technology, Sociology, Alcohol and Drug Studies, and Fire Command. Noticeable decreases in enrollments are seen for Home Economics, Engineering, Business Administration, Real Estate, Economics, and International Studies.

Table VIII-1: Enrollments by Administrative Unit
Unduplicated Headcount Within Administrative Units
Fall Quarters, 1990-1995, All Students

Administrative Unit	1990 Student Count	1990 # of Sections	1993 Student Count	1993 # of Sections	1995 Student Count	1995 # of Sections	Change 1990 - 95
Arts & Humanities							
American Studies	40	2	51	2	55	3	+15
Art	466	27	513	23	534	25	+68
Communications	98	24	140	18	154	18	+56
Dance	49	3	48	6	63	5	+14
Drama	72	8	103	8	95	8	+23
English	1598	102	2174	138	2030	155	+432
Foreign Language	542	24	589	24	611	25	+69
Interior Design	273	15	282	18	263	18	-10
Music	188	22	244	24	241	22	+53
Philosophy	345	11	387	11	331	11	-14
Speech	441	18	481	20	533	19	+92
Total Arts & Humanities	3584		4065		3969		+385
Business							
Accounting	261	13	238	13	238	12	-23
Admin. Office Systems	226	57	327	46	524	62	+298
Business Admin.	743	27	560	24	568	21	-175
Computer Science	107	4	239	9	329	13	+222
General Business	771	26	730	30	709	28	-62
Information Technology	380	20	472	27	517	32	+137
Marketing	143	10	118	7	180	9	+37
Real Estate	266	17	244	11	113	19	-153
Total Business	2540		2547		2580		+40
Ed. Dev. & Health Science							
Adult Fitness	35	3	0		0	2	-35
Alcohol/Drug Studies	215	18	211	19	166	19	+166
American Sign Lang.	10	6	0	4	155	9	+145
Consumer Education	7	3	0		0		-8
Developmental Ed.	19	3	18		36		+17
Diagnostic Ultrasound	41	8	41	7	39	8	-2
Early Childhood Ed.	99	10	142	8	129	10	+30
Education	36	1	0		25	1	-11
Fire Command	93	12	113	19	133	20	+133
Health	160	7	191	9	143	9	-17
Home Economics	173	13	73	4	73	2	-100
Independent Studies	64	9	114	10	84	4	+20
Nuclear Medicine	4	5	5	5	2	6	-2
Nursing	140	23	106	14	98	13	-42
Nursing Continuing Ed.	153	11	9	1	302	30	+149
Parent Education	1176	58	1222	60	1250	61	+11
Physical Education	824	38	782	34	773	31	-51
Radiation Therapy	28	14	42	14	25	16	-3
Radiologic Tech.	70	12	60	16	55	16	-15
Recreation Leadership	15	1	21	1	24	1	+9
Total Ed. Dev./Health Sci.	3293		3269		3200		-93

Administrative Unit	1990 Student Count	1990 # of Sections	1993 Student Count	1993 # of Sections	1995 Student Count	1995 # of Sections	Change 1990 - 95
Human Development	431	33	368	27	308	20	+308
Science							
Astronomy	307	8	307	7	307	6	0
Basic Science	21	1	13	1	20	1	-1
Biology	321	13	375	20	382	16	+61
Botany	26	1	28	1	28	1	+2
Chemistry	326	16	464	25	447	21	+121
Environmental Science	204	8	262	9	226	8	+22
Engineering	206	10	151	8	128	7	-78
Geology	101	4	105	4	100	3	-1
ID Math	1098	40	1269	44	1231	42	+133
Math	803	33	1068	42	990	44	+187
Meteorology	79	2	93	3	75	2	-4
Oceanography	28	1	28	1	29	1	+1
Physics	198	12	194	10	146	8	-52
Zoology	139	6	181	7	174	7	+35
Total Science	3131		3780		3582		+451
Social Science							
Admin. Criminal Justice	191	7	246	13	239	18	+48
Anthropology	401	13	307	11	368	13	-33
Economics	507	14	370	14	389	11	-118
Geography	313	12	329	12	319	14	+6
History	573	14	524	17	557	19	-16
International Studies	181	8	74	3	30	2	-151
Media Comm. & Tech.	70	9	118	9	251	43	+181
Political Science	446	15	337	13	447	12	+1
Psychology	751	20	942	26	925	30	+174
Sociology	391	11	559	17	520	16	+129
Total Social Science	3294		3147		3338		+44
TOTALS	15842		17500		17276		+1434

Student counts taken from DataExpress procedure VH-AU-UNDP.
Number of sections taken from IS1103, the class openings report.

As can be seen in Table VIII-2, our FTEs at BCC in Fall 1995 were predominantly designated academic, with over half of them designated academic transfer. Nearly one-quarter of the FTEs were occupational, and an additional 12 percent were community service. The FTEs here are calculated from actual enrollments. Designation for "institutional intent" derives from the way various programs are categorized according to SBCTC criteria. The separation between academic and occupational is somewhat artificial, however, in that academic courses support students enrolled in occupational programs which require those academic courses for program completion.

Table VIII-2: FTEs by Institutional Intent
Fall 1995

	FTE Count	Percent
Academic Transfer	4131	53%
Academic Basic Education	933	12%
Academic General Education	12	0%
Total Academic	5076	66%
Occupational Preparatory	1344	17%
Occupational Supplemental	145	2%
Non-Wage-Earning Occupational	266	3%
Total Occupational	1755	23%
Total Academic and Occupational	6831	88%
Community Service	899	12%
TOTAL	7729	100%

Source: SR2201 (MIS-2)

Students in the Basic Skills and Parent Education programs represent a large component of BCC enrollment (Table VIII-3, p. 65). The Basic Skills enrollments account for 941 FTEs and the Parent Education accounts for another 264 FTEs. There is a wide variety among the various basic skills programs and the parent education classes in terms of gender of the students. Enrollment in Parent Education is predominantly female (96 percent) and also very much a "thirty-somethings" phenomenon—70 percent of the students are aged 30 to 39. The Basic Skills courses, on the other hand, range from 34 percent female for the GED to 60 percent female for Basic Computational Skills classes.

Table VIII-3: Enrollment in Basic Skills and Parent Education Courses Fall 1995

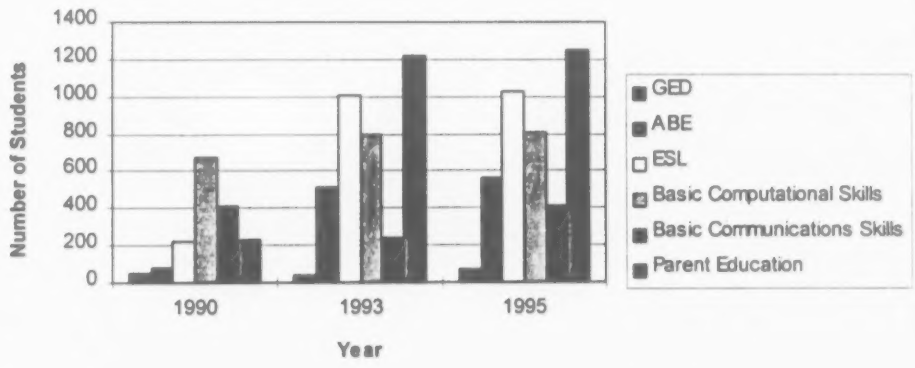
	Headcount				
	Male	Female	Total	% Female	FTEs
GED	24	23	68	34%	22
ABE	244	309	563	55%	187
ESL	401	551	1027	54%	353
Basic Computational Skills	318	485	804	60%	268
Basic Communications Skills	146	241	412	58%	111
All Basic Skills	958	1334	2396	56%	941
Parent Education	37	1199	1250	96%	264

Note: The numbers of male and female do not add to the total due to unreported individuals in the database.

Source: SR1107, SR1108

The state has experienced growth of 26 percent in developmental offerings over the past five years, while growth at BCC has been just 11 percent (Figure VIII-1, Table VIII-4). On the other hand, the very large growth in the ABE and ESL programs reflects a state-wide trend, though not at these proportional levels. The growth in these programs is likely a result of demographic changes in our service area, changes which will be analyzed during the environmental scanning process to be conducted later this year.

Figure VIII-1: Basic Skills and Parent Education Enrollments Fall Quarters 1990-95



Source: SR1104, SR1108

Table VIII-4: Headcount and FTEs in Basic Skills and Parent Education Programs Fall Quarters, 1990-95, All College Enrollments

	1990		1993		1995		Change 1990-95	
	Head Count	FTEs	Head Count	FTEs	Head Count	FTEs	Head Count	Percent
GED	52	17	42	14	68	23	+16	+31%
ABE	79	27	513	169	563	187	+484	+613%
ESL	223	74	1010	323	1027	353	+804	+361%
Basic Computational Skills	676	225	796	265	804	268	+128	+19%
Basic Communications Skills	415	150	240	76	412	111	-3	-0.7%
All Basic Skills	1322	498	2236	847	2396	941	+1074	+81%
Parent Education	236	246	1223	261	1250	264	+1014	+430%

Source: SR1107, SR1108

The College's occupational course offerings have changed considerably over time (Table VIII-5, p. 67). Programs no longer offered are: Apparel Occupations, Clerk Typist, Graphic Reproduction Technician, and Medical Photography. Programs added since 1990 include: Fire Science, Radiation Therapy, Software Marketing, and Technical Support. Programs which have shown noticeable *decreases* in enrollments between 1990 and 1995 are: Accounting, General Business Management, Interior Design, Marketing Management, and Radiologic Technology. Programs showing noticeable *increases* in enrollments include: Administration of Criminal Justice, Administrative Office Systems, Computer Information Systems (now Information Technology), and Media Technician.

Over 1,000 students were awarded the Associate Degree in the 1994-95 academic year (Table VIII-6, p. 68). The vast majority of these were Liberal Arts and Sciences graduates; however, there were significant numbers in programs such as General Business Management (50), Nursing (46), Radiologic Technology (29), and Computer Information Systems and Radiation Therapy (26 each).

Table VIII-5: Occupational Preparatory Enrollments
Fall Quarters, 1990-95

	1990		1993		1995	
	Student Count	%	Student Count	%	Student Count	%
Accounting	158	14.9%	108	11.2%	118	10.3%
Administration of Criminal Justice	80	7.5%	119	12.4%	109	9.5%
Administrative Office Systems	18	1.7%	38	4.0%	82	7.1%
Apparel Occupations	35	3.3%	10	1.0%	----	----
Associate Degree Nursing	93	8.8%	100	10.4%	94	8.2%
Clerk Typist	5	0.5%	---	---	----	----
Computer Info Systems	93	8.8%	126	13.1%	151	13.1%
Diagnostic Ultrasound	36	3.4%	39	4.1%	35	3.0%
Early Child Education	72	6.8%	86	8.9%	74	6.4%
Fire Science		0.0%	4	0.4%	2	0.2%
General Business Mgmt.	115	10.8%	56	5.8%	46	4.0%
Graphic Repro Technician	22	2.1%	----	----	----	----
Interior Design	97	9.1%	43	4.5%	46	4.0%
Market Management	89	8.4%	25	2.6%	34	3.0%
Media Technician	16	1.5%	47	4.9%	153	13.3%
Medical Photography	5	0.5%	----	----	----	----
Radiation Therapy		0.0%	39	4.1%	24	2.1%
Radiologic Technology	103	9.7%	63	6.6%	52	4.5%
Real Estate	14	1.3%	49	5.1%	23	2.0%
Recreation Leadership	11	1.0%	6	0.6%	21	1.8%
Software Marketing	----	----	1	0.1%	6	0.5%
Technical Support	----	----	2	0.2%	80	7.0%
TOTAL	1062	100.0%	961	100.0%	1151	100.0%

Note: The student counts in this table include only those students with intent "F," a code which signifies official enrollment in the program or official "majors." For simple numbers on people enrolled in classes in these programs, see Table VIII-1.

Source: SR4101

Table VIII-6: 1994-95 Program Completions			
Program	Men	Women	Total
Accounting Technician	2	18	20
Administration of Justice	6	2	8
Business Marketing/ Marketing Management	3	8	11
Early Childhood Education	0	9	9
Civil Engineering Technology	1	0	1
Data Processing	15	11	26
Diagnostic Medical Sonography	4	17	21
Educational Media Technology	5	1	6
Fashion Merchandising	0	5	5
Fire Science	13	0	13
Interior Design	1	6	7
Liberal Arts and Sciences	352	500	852
Medical Photography	1	0	1
Medical Radiologic Technology	13	16	29
Parks and Recreation	0	1	1
General Business Management	18	32	50
Radiation Therapy Technology	12	14	26
Real Estate	1	1	2
Secretarial and Office Management	1	2	3
Accounting Technician	0	2	2
Associate Degree nursing	6	40	46
Associate's Degrees	449	677	1126
Awards of 1 but < 2 Years	4	8	12

Source: SR5107, IPEDS Postsecondary Completions

Enrollment differences with regard to gender are shown in Table VIII-7 and do not present any particularly surprising findings.

Table VIII-7: Program Completions, Gender Dominance

Predominance of Women	Predominance of Men
Accounting Technician	Administration of Criminal Justice
Business Marketing	Educational Media Technology
Care and Guidance of Children	Fire Science
Diagnostic Medical Sonography	
Fashion Merchandising	
Interior Design	
Personnel Supervisor/Leadership	
Associate Degree Nursing	

Source: SR4101

BCC/Peer Institution Program Comparisons

Comparisons with our peer community colleges (Table VIII-8) show a wide variety in participation among various state-wide programs. BCC, like Shoreline, has a comparatively large International Program. We have the largest number of Running Start students; Green River resembles us in this area. Not surprisingly, we have a very small number of Dislocated Timber Workers; Shoreline has nearly three times that number. Most surprisingly, we have a very low participation in the ESHB1988 program for displaced worker retraining although we are more strongly represented in the other category of dislocated workers—those recently dislocated or receiving unemployment insurance.

Table VIII-8: FTEs In Targeted Programs By College Academic Year 1994-95

	International Students (Contract)	Running Start (Contract)	Dislocated Timber Workers (State)	ESHB 1988 Workforce Training Trust Fund (State)	Recently Dislocated or Receiving Unemployment Insurance (State)
Shoreline	373	80	131	250	563
Bellevue	*316*	*191*	*48*	*139*	*572*
Highline	0	63	36	203	619
Green River	196	160	70	472	782
Average	222	124	72	266	634

Source: SBCTC 1994-95 Academic Year Report

In comparison with our peer institutions, our participation in the Workforce Training Trust Fund is quite small (Table VIII-9). For most categories of worker, BCC serves the smallest number. Green River Community College serves almost three times as many workers as BCC does. Among the peer institutions, BCC is most similar to Shoreline with enrollments in Workforce Training Trust Fund programs.

Table VIII-9: Workforce Training Trust Fund Students
Fall 1995

College	Boeing		Dislocated		Other Unemployed		Total	
	Head Count	FTEs	Head Count	FTEs	Head Count	FTEs	Head Count	FTEs
Shoreline	59	53	92	86	44	42	195	182
Bellevue	*24*	*23*	*91*	*76*	*31*	*25*	*146*	*124*
Highline	69	64	66	70	104	106	239	240
Green River	106	101	111	111	187	178	404	390
Average	65	61	90	86	92	88	246	234

Source: SBCTC Memo 96-13-01

Compared to our peer community colleges, BCC has the largest number and proportion of academic FTEs (Table VIII-10). BCC's vocational FTEs make up a little over one-fourth of the total and the basic skills and developmental FTEs make up almost 13 percent of the total. In terms of proportional distribution, we are most like Shoreline and least like Highline in terms of academics; most like Highline for vocational enrollments; and most different from Highline both in terms of basic skills and developmental enrollments.

Table VIII-10: Annual FTEs by Academic, Vocational, Basic Skills, & Developmental Studies
Academic Year 1994-95, State and Contracted Supported

College	Acad. Transfer & Voc. Support	% of Total	Vocational	% of Total	Basic Skills	% of Total	Develop-mental	% of Total
Shoreline	3,277	61.4%	1,455	27.2%	337	6.3%	272	5.1%
Bellevue	*3,925*	*60.9%*	*1,710*	*26.5%*	*496*	*7.7%*	*319*	*4.9%*
Highline	2,788	52.9%	1,407	26.7%	661	12.6%	411	7.8%
Green River	3,155	57.3%	1,735	31.5%	341	6.2%	274	5.0%
Average	3,286		1,577		459		319	

Source: SBCTC 1994-95 Academic Year Report

BCC contrasts strongly with our peer community colleges in terms of enrollment funding categories (Table VIII-11). Just 44 percent of BCC's enrollments are state-funded, compared to Shoreline (74%), Highline (71%), and Green River (65%). Three of the four institutions are similar in terms of contract enrollments, hovering around 8 percent; however, Highline has just 1 percent of its enrollments in this area. BCC has by far the highest proportion of student-funded enrollments (47% of the total among the four colleges). Shoreline' s student-funded enrollments are just 18 percent of the total. Overall, BCC has the second highest annualized enrollments in the state: 29,974 students during the 1994-95 academic year.

Table VIII-11: Annual Student Headcount By College & Funding Source Academic Year 1994-95

	State Funded *		Contract Funded **		Student Funded		State and Contract	
College	Head Count	% of Total	Head Count	% of Total	Head Count	% of Total	Head Count	% of Total
Shoreline	10,307	73.5%	1,172	8.4%	2,552	18.2%	14,031	11,479
Bellevue	*13,150*	*43.9%*	*2,617*	*8.7%*	*14,207*	*47.4%*	*29,974*	*15,767*
Highline	11,244	70.8%	184	1.2%	4,458	28.1%	15,886	11,428
Green River	10,632	64.8%	1,317	8.0%	4,447	27.1%	16,396	11,949
Averages	11,333		5,290		25,664		76,287	50,623

* State Funding Includes Excess, Timber, ESHB1988
** Contract Funding Includes Running Start

Source: SBCTC 1994-95 Academic Year Report

Compared to the peer colleges, BCC awards considerably more academic than vocational degrees and certificates (Table VIII-12, p. 72) and also awarded more degrees overall in 1994-95. BCC is more like Shoreline in the category of certificates requiring one to two years for completion, although even then we awarded less than half the number that they did in this area. Not surprisingly, both Highline and Green River produced four times more than BCC.

Of all degrees and certificates awarded among our peer institutions in 1994-95, BCC awarded 30 percent (Table VIII-13, p. 72). Of these, 15 percent were awarded to people of color, 2 percent to people with disabilities and 61 percent to women. Both the proportion awarded to women and th students of color are reflective of their representation in the student population.

Table VIII-12: Associate Degrees and Certificates Awarded BCC and Peer Institutions Academic Year 1994-95

	Academic	Vocational			
	Associate Degree	Less than One Year	One Year or More	Associate Degree	Degrees Total AA
Shoreline	646	0	48	276	922
Bellevue	*929*	*0*	*23*	*266*	*1,195*
Highline	638	0	103	316	954
Green River	541	19	106	196	737

Source: SBCTC 1994-95 Academic Year Report

Table VIII-13: Associate Degrees And Certificates Awarded Academic Year 1994-95

	Students Receiving Degrees or Certificates			
College	Student Count	% Students Of Color	% Disabled Students	% Female Students
Shoreline	943	14.5%	2.0%	61.6%
Bellevue	*1,201*	*15.3%*	*2.4%*	*60.6%*
Highline	977	20.3%	5.2%	67.1%
Green River	817	7.6%	0.7%	56.8%

Source: SBCTC 1994-95 Academic Year Report

Continuing Education Programs

There are five program areas in Continuing Education at BCC: Computers, Arts, Personal Enrichment, Work-Related, and World Languages. The enrollments for these five areas in Fall 1995 are found in Table VIII-14.

Table VIII-14: Continuing Education Enrollments Fall 1995

Class/Workshop	Number Offered	Number of Students
Computers	370	2,448
Arts	114	961
Personal Enrichment	73	485
Work Related	136	804
World Languages	111	716
TOTALS	804	5,139

Source: Continuing Education

Continuing Education computer offerings have almost quadrupled during the past five years, with a 56 percent increase between 1993 and 1995 (Table VIII-15). World Languages has also experienced phenomenal growth. Overall, the Continuing Education offerings grew by 37 percent between 1990 and 1995.

Table VIII-15: Continuing Education Enrollments Fall Quarters, 1990-1995

Class/Workshop	1990	1993	1995
Computers	640	1,566	2,448
Arts	n/a	797	961
Personal Enrichment	4,320	504	485
Work Related	704	769	804
World Languages	63	566	716
TOTAL	4,320	4,828	5,937

Source: DataExpress Procedure VH-AU-UNDP

Customized Training Programs

In Fall 1995, Customized Training served 11 client organizations (Table VIII-16, p. 74). Fifteen different classes or workshops were provided, ranging from Introduction to Spanish to Conflict Resolution to the computer programming language C++. For the most part, classes and workshops are taught by consultants who practice the particular subject area for a living; sometimes, if they are available, BCC faculty members provide instruction for Customized Training clients. In all, 361 students were served in these classes and workshops tailored for and funded by their employers.

Not reflected in these enrollment figures is the Group Health Cooperative College Consortium which BCC's Customized Training administers. This is a group of ten community and technical colleges in King County who have come together to provide training needed by Group Health. BCC takes a $4 overhead fee and the remainder of the tuition goes to the college offering the class or workshop. This effort enables Group Health to send its employees to the institution closest to their place of work. Since both Group Health hospitals and clinics and the community and technical colleges are quite dispersed throughout the County, the consortium is a mutually satisfactory relationship.

Table VIII-16: BCC Customized Training Offerings
Fall 1995

Client Name	Class/Workshop Title	Head count	Sessions Offered	Sessions Held	Instruction Hours
Social Security Administration, Bellevue	Trouble Shooting Your PC	13	1	1	7
Honda Auto Center of Bellevue	Introduction to PC's & Software	12	1	1	4
King County Library System	Works for Windows	14	1	1	6
Paccar, Inc.	Spanish (Introductory & Intermediate)	38	48	48	60
Workforce Training Institute	Satellite Facilitation Program	14	2	2	14
Paccar, Inc.	Spanish (Introductory & Intermediate)	20	36	36	40
City of Kirkland	Customer Service Skills	32	2	2	8
City of Bellevue	Dealing with Difficult Customers	5	2	1	7
Price Costco Wholesale	Leadership Development	36	10	10	60
Eastside Cities Training Consortium	Measuring Performance Meaningfully	20	1	1	7
Eastside Cities Training Consortium	Writing Effective Letters and Memos	30	1	1	3
Eastside Cities Training Consortium	Conflict Resolution	29	1	1	7
Eastside Cities Training Consortium	Professional Presentations	40	1	1	7
Eastside Cities Training Consortium	Problem Solving Toolkit	24	1	1	8
Microsoft Corporation	C++(#2)	10	5	5	35
Grocery Management Certificate Training Program	General Business 101	24	22	22	54
TOTALS		**361**	**135**	**134**	**327**

Note: The number of sessions refers to the number of times the class/workshop met; one session equals one meeting.

APPENDIX

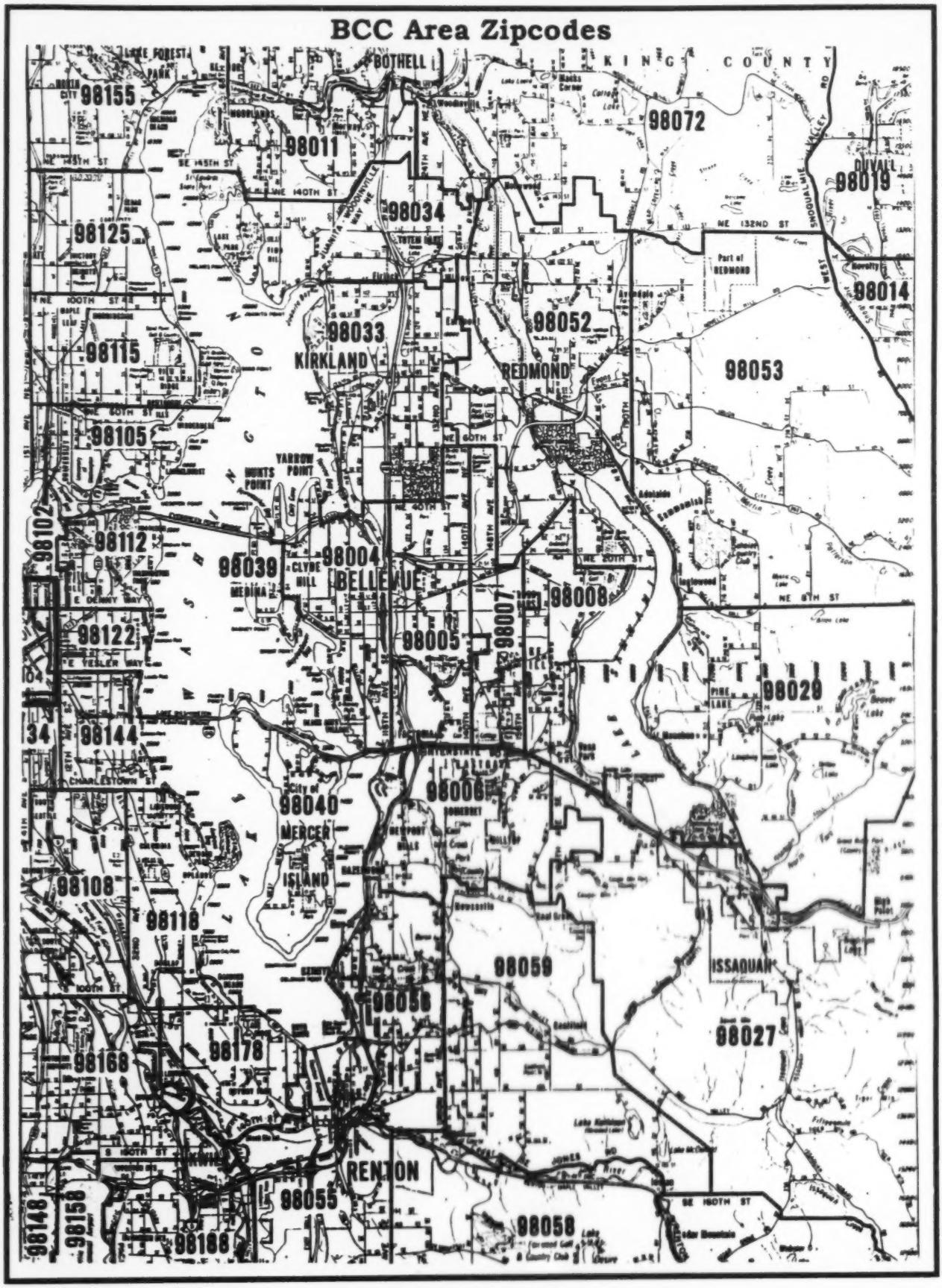
BCC Zipcode/Community Identification List				
Zip code	Community		Zip code	Community
98004	Bellevue		98056	Renton
98005	Bellevue		98058	Renton
98006	Bellevue		98059	Renton
98007	Bellevue		98065	Snoqualmie
98008	Bellevue		98068	Snoqualmie Pass
98009	Bellevue		98072	Woodinville
98011	Bothell		98073	Redmond
98012	Mill Creek		98083	Kirkland
98014	Carnation		98088	Skykomish
98019	Duvall		98102	Central Seattle
98021	Thrasher's Corner		98103	North Seattle
98024	Fall City		98104	Central Seattle
98025	Hobart		98105	North Seattle
98027	Issaquah		98108	South Seattle
98029	Pine Lake		98109	Central Seattle
98031	Kent		98112	Central Seattle
98033	Kirkland		98115	North Seattle
98034	Kirkland		98116	West Seattle
98038	Maple Valley		98118	Seward Park
98039	Medina		98119	Magnolia
98040	Mercer Island		98133	North Seattle
98042	Covington		98144	Central Seattle
98045	North Bend		98155	Lake Forest Park
98050	Preston		98178	Rainier Beach
98052	Redmond		98208	Silver Lake
98053	Redmond		98272	Monroe
98055	Renton		98290	Snohomish

BCC SERVICE AREA

Bellevue	98004, 98005, 98006, 98007, 98008, 98009*
Carnation	98014
Duvall	98019
Fall City	98024
Hobart	98025
Issaquah	98027
Kirkland	98033, 98034, 98083
Medina	98039
Mercer Island	98040
North Bend	98045
Preston	98050
Redmond	98052, 98053, 98073
Renton	98059
Skykomish	98288
Snoqualmie Pass	98068
Snoqualmie	98065

* PO boxes

BCC Area Zipcodes



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